



**Boston  
College  
Graduate  
Catalog**

**1992-1993**





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B O S T O N   C O L L E G E   B U L L E T I N

# GRADUATE CATALOG

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**Boston College**  
**Chestnut Hill**  
**Massachusetts 02167**  
**617-552-8000**

## **BOSTON COLLEGE BULLETIN**

### **Volume LXII, Number 5, May, 1992**

The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The *Boston College Bulletin* is published six times a year in April, May, July 1, July 15, August, and September.

Boston College is committed to providing equal opportunity in education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

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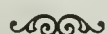




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# THE UNIVERSITY

**H**aving been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States. During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the Wallace E. Carroll School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.



## ACCREDITATION OF THE UNIVERSITY

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the American Psychological Association, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the Institute of European Studies, the Institute of Asian Studies, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

## ACADEMIC RESOURCES

### Academic Development Center

The new Academic Development Center (ADC) is designed to support and enhance all aspects of academic excellence by helping undergraduates, graduate students, and faculty improve learning quality and teaching effectiveness. The ADC, which opened its doors in September 1991, is located on the second floor of O'Neill Library in the Eileen M. and John J. Connors, Jr. Learning Center.

The ADC is a comprehensive, inclusive resource serving all of the University's students and faculty. To address the needs of the great majority of Boston College undergraduates, the Center provides tutoring in a wide range of courses such as calculus, statistics, biology, chemistry, nursing, accounting and classical and foreign languages along with training workshops in useful study skills and learning strategies. Graduate tutors in English help students strengthen their writing skills. All ADC tutors are recommended and certified by their relevant academic departments; most are outstanding seniors or graduate students.

The Center offers programs designed to challenge the most academically talented, highest achieving students, as well as programs designed

to support those who are least prepared and most academically challenged. One member of the ADC's professional staff serves the needs of special populations, particularly those students with learning disabilities, helping to ensure their academic success at Boston College.

The Center also sponsors seminars, workshops, and discussions for faculty and graduate teaching fellows on strategies for successful teaching and learning. Through these and other activities, the new Academic Development Center plays an important role in enhancing the quality of teaching and learning at Boston College.

### Audiovisual Facilities

**University Audiovisual Services** provides the academic program with a broad range of instructional media and materials support services. These include access to over thirty types of classroom AV/TV equipment. Also available are audio production services, film and video rentals, television recording and editing, graphics production and photographic production. Several courses are taught in AV's television studio. Students make major use of modern post-production editing equipment for their TV projects.

**The Language Laboratory**, serving all the language departments and English for Foreign Students, is located in Lyons 313. In addition to its 70 state-of-the-art listening/recording stations and dual-teacher console, the facility includes video and film viewing rooms and three audio-interfaced microcomputers. The Lab's audio and videotape collection, computer software and other audio-visual learning aids directly support and/or supplement the curriculum requirements in foreign language, literature and music. The Language Laboratory Director and student lab assistants are available during the day and evening to assist students (undergraduate and graduate) and faculty in the operation of equipment and selection of appropriate materials for their course-related or personal language needs.

### Computing Support, Service and Facilities

The O'Neill Computing Facility is available to anyone with a currently valid BC identification card. There are approximately 150 workstations available, providing access to a wide variety of hardware, software, and peripherals. Macintosh microcomputers are the most prominent feature of the facility. All of the Macintoshes are equipped with hard disks and are networked to a Digital 3800 fileserver. There are also Digital VT-type terminals which provide access to the VAX cluster of super-minicomputers. The VAX cluster may also be accessed from off-campus locations via modem. Modem access to the VAX cluster is available 24 hours a day, 7 days a week. Additionally, IBM PS/2 microcomputers are available in the facility for use.

The Facility is staffed with professionals and students who provide assistance with all aspects of computing. Users may also be referred to the Information Processing Support consulting staff located in the basement of Gasson Hall for more



specialized assistance. Training tutorials and software documentation are available for use within the Facility.

Software applications available on the VAX cluster include word processing, programming languages, statistical analysis packages, graphics production, and database management. A similar array of software exists in the microcomputing environment. Output may be obtained from a variety of printing devices including high speed line printers, high-resolution dot matrix printers, and laser printers.

**The Gasson Help Center** is located in Gasson Hall, room 12. It provides support with file recovery and media conversion, as well as limited access technology such as scanners and slide-making equipment. It is open Monday through Friday from 9:00 a.m. to 5:00 p.m. on a drop-in or phone-in basis.

### The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed one million volumes, and approximately 14,000 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students who have special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over twenty million records from the Library of Congress and from more than 6,000 contributing institutions.

Boston College was among the first schools in the country to offer an online public computer catalog of its collections. The Libraries' Quest computer system provides instant access to information on library holdings, as well as supporting book circulation and acquisitions procedures. Students may browse the catalog using video display terminals in all the libraries, and faculty may access the catalog from their houses or offices. In addition, the libraries offer computer searching of hundreds of commercial data bases in the humanities, sciences, business, and social sciences through an in-house CD-ROM network, through access to outside databases, and through the Quest library system.

Information on use of the libraries is contained in the *Guide to the Boston College Libraries* and other brochures available in the libraries.

**The Thomas P. O'Neill, Jr. Library**, the central library of Boston College, opened its doors to the public in September 1984. This facility contains the research collection in the humanities, social sciences, education, business, nursing, and the sciences. There are over 900,000 book volumes, 9,000 active serials, 1,300,000 micro-

forms and 120,000 government documents, as well as a growing audio-visual collection. The O'Neill Library is a leader in the utilization of technology in library services. The Library's Electronic Information Center offers state-of-the-art computer systems to assist students and faculty in locating library materials both locally and nationally.

**The Resource Center**, located in the basement of the Newton Chapel, provides study space for the residents of the Newton Campus as well as a reserve readings collection for courses taught on that campus, a music listening facility, and microcomputers.

**The School of Social Work Library**, McGuinn Hall, contains a collection of over 30,000 volumes, 450 periodical titles, social work theses, doctoral dissertations and a growing media collection. The collection covers the history and philosophy of social work, its methodology, and all aspects of social welfare services. The Library's collections and services support master's and doctoral programs offered at the main campus, and master's programs offered at four off-campus sites throughout Massachusetts and Maine.

**The Law School Library**, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 200,000 volumes. The open stack collection includes primary source materials consisting of reports of decisions and statutory materials with a broad-based collection of secondary research tools in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias and reference works. Basically Anglo-American in character, the collection also contains growing numbers of international and comparative law works. The Library is also a subscriber to LEXIS and to WESTLAW.

**The Bapst Library** offers a circulating collection of contemporary literature and topical nonfiction and regularly sponsors programs, exhibits, and book displays as a part of campus cultural and educational activities. Approximately five hundred seats are available as study space, including the Graduate Study Area, an area designated for the use of Boston College graduate students only.

The Thomas P. O'Neill, Jr. Office is located on the fourth level of Bapst Library. The office houses furnishings and memorabilia from former Speaker of the House O'Neill's Capitol Office in Washington, D.C. Visitors are welcome from 10:00 a.m. to 4:00 p.m. weekdays, or by special arrangement.

**The John J. Burns Library of Rare Books and Special Collections**, located in the Bapst Library, north entrance, contains the University's special collections, including the University's Archives. The distinguished and varied collections of the Honorable John J. Burns Library speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home of nearly one hundred thousand volumes, more than three mil-

lion manuscripts, and important collections of architectural records, maps, art works, photographs, films, artifacts, and ephemera. These materials are housed in the climate-controlled secure environment of Burns Library either because of their rarity or because of their importance as part of a special collection. While treated with special care, these resources are available for use at Burns to all qualified students, faculty, and researchers. Indeed, their use is strongly encouraged, and visitors to Burns are always welcome, either simply to browse or to make use of the collections.

Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably in Irish studies, British Catholic authors, Jesuitana, fine print, Catholic liturgy and life in America, 1925-75, Boston history, Caribbeana, and Congressional archives. It has also won acclaim for significant holdings on nursing, detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, and banking.

**The Geophysics Library**, located at Weston Observatory, contains a specialized collection of over 8,000 monographs and journals on earth sciences, particularly seismology.

**The Educational Resource Center**, located in Campion Hall, serves the School of Education's faculty and students. The collection includes curriculum and instructional materials, educational and psychological tests, and educationally-oriented information technology.

### THE CAMPUS

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes the Robsham Theater, the Conte Forum, modular and apartment residences as well as recreational and parking facilities.

The Newton campus is situated one and one-half miles from the Chestnut Hill campus. The Law School is located on this easily accessible 40-acre tract which also contains undergraduate classrooms, dormitories, athletic areas and student service facilities.

### POLICY OF NON-DISCRIMINATION

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, veteran status, or disability. The Director of Affirmative Action has been designated to coordinate the College's efforts to com-



ply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as any student, member of the faculty and all employees are welcome to raise questions regarding violation of this policy with Barbara Marshall, Office of Affirmative Action, More Hall 315, x2947. In addition, any person who believes that an act of discrimination based upon sex has occurred at Boston College, may raise those issues with the Assistant Secretary for Civil Rights of the United States Department of Education.

Boston College has designated the Director of Affirmative Action as the person responsible for coordinating its efforts to comply with Section 504 of the Rehabilitation Act of 1973 (prohibiting discrimination against individuals with disabilities in employment) and Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of sex.

### CONFIDENTIALITY OF STUDENT RECORDS

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics and extracurricular programs. The College also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), a federal statute which requires that students be permitted to review records in their files and offers them the possibility of correcting errors which they may discover. Students or others seeking more complete information regarding their specific rights and responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974 and the rules and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures in More Hall.

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name, term and home address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. Unless advised to the contrary, the College will release student telephone numbers and verify only all other directory information. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting nondisclosure of directory information, which is available in the Registrar's Office.

### TUITION AND FEES

Please see tuition and fee chart at right.

All tuition and fees are due in full at the time of registration in the Graduate School of Arts and Sciences, the Graduate School of Social Work, and in the Graduate School of Management. The tuition in the Law School is due semi-annually by August 15, 1992 and by December 15, 1992. There is a \$100.00 late payment fee for payments received after the due dates listed above. In severe cases, Law students whose accounts are not resolved by the due dates may be withdrawn from the University.

There will be absolutely no late registration allowed after November 6, 1992 for first semester and April 8, 1993 for second semester.

### MASSACHUSETTS MEDICAL INSURANCE

Massachusetts State Law has mandated that all students taking at least 75% of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Graduate students in the schools of Social Work and Management who register for 9 or more credits are considered 75% of full-time. Graduate Arts and Sciences students who register for 6 or more credits are considered 75% of full-time. Boston College will offer these students the option of participating in the plan offered at the University, or submitting a waiver form. The waiver must include specific insurance information on the comparable insurance plan covering the student. Waivers will be mailed to all students and are available upon request at the Student Account Office. The waiver must be returned by October 16, 1992 for the fall semester and by February 19, 1993 for spring semester. Students who do not submit a waiver by the due dates above will automatically be enrolled in the BC plan and charged by the University for the required Massachusetts Medical Insurance. (See General Fees, at right.)

Students registering for less than 75% of a full-time course load who wish to enroll in the insurance plan *must* be in a degree-granting program. Such students enroll directly with the insurance company, with coverage effective upon receipt of payment by the insurer.

### CHECK CASHING

Students presenting a valid Boston College ID may cash checks (\$50 limit) at the Cashier's Office, More Hall, Monday-Friday, 9:00 a.m.-3:45 p.m. There is a 50¢ service charge. Returned checks will be fined in the following manner:

- First three checks returned: \$15.00 per check
- All additional checks: \$25.00 per check
- Any check in excess of \$2,000.00: \$50.00 per check
- Check cashing privileges are revoked after the third returned check.

### WITHDRAWALS AND REFUNDS

**Fees are not refundable.**

Graduate tuition is cancelled subject to the following conditions:

1. Notice of withdrawal must be made *in writing* to: University Registrar, Boston College, Lyons 101, Chestnut Hill, Massachusetts 02167
2. The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition cancelled.
3. The cancellation schedule shown below will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

#### Refund Schedule for Graduate Arts and Sciences, Graduate School of Management, and Graduate School of Social Work

Graduate students (except Law students) withdrawing by the following dates will receive the tuition refund indicated below.

##### First Semester

by Sept. 4, 1992: 100% of tuition charged is cancelled  
by Sept. 11, 1992: 80% of tuition charged is cancelled  
by Sept. 18, 1992: 60% of tuition charged is cancelled  
by Sept. 25, 1992: 40% of tuition charged is cancelled  
by Oct. 2, 1992: 20% of tuition charged is cancelled

##### Second Semester

by Jan. 22, 1993: 100% of tuition charged is cancelled  
by Jan. 29, 1993: 80% of tuition charged is cancelled  
by Feb. 5, 1993: 60% of tuition charged is cancelled  
by Feb. 12, 1993: 40% of tuition charged is cancelled  
by Feb. 19, 1993: 20% of tuition charged is cancelled  
No cancellations are made after the 5th week of classes.

#### Refund Schedule for Law Students

Law students who withdraw by August 28, 1992, for the first semester, and by January 15, 1993, for the second semester, will have a 100% of their tuition charges cancelled. Beginning with the 80% cancellation, Law students are subject to the refund schedule outlined above.

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request, in writing or in person, that the Student Account Office issue a refund.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Perkins (formerly NDSL), the Pell Grant, the Supplemental Educational Opportunity Grant, the College Work-Study, and the Stafford Loan (formerly GSL). In such cases, the regulations require that a portion of any refund be returned to the Title IV Program. Further, if a student withdraws, the institution must determine if any cash disbursements of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Financial Aid Office.



## FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. Graduate students may apply for financial assistance from both the University Financial Aid Office and the academic department to which they are applying.

The Financial Aid Office administers federal and state financial aid programs which include Stafford Loans (formerly Guaranteed Student Loan), Perkins Loans, and College Work-Study. Students who wish to be considered for financial aid from one or more of these sources, must complete and file the following documents:

1. The Boston College Graduate Financial Aid Application
2. The Financial Aid Form (FAF) or GAPFSAS Form
3. A signed copy of student's and parents' most recent federal tax return
4. Financial Aid Transcripts from prior schools

The above forms generally become available in the Financial Aid Office (Lyons 201) each December for the following academic year. Students must apply for financial aid each year. See the Boston College Graduate Financial Aid Application for proper filing dates and deadlines.

Students may also apply for financial aid through their academic departments. Institutional policy requires that all graduate students who receive financial assistance through their departments complete a Financial Aid Form and return it to the Financial Aid Office, Lyons Hall 201. No other financial documents are required. The information required on the FAF will not affect the student's eligibility for departmental assistance. Those students who are requesting financial aid from *both* the University Financial Aid Office and their department, must complete a full financial aid application (the four documents listed above). See the Graduate Arts and Sciences section of this Catalog for more information about departmental financial aid.

Need is defined as the difference between the total education-related expenses of attending Boston College and the calculated ability of the student and family to contribute toward these expenses. Students with the greatest financial need are given preference for most financial aid programs, and thus tend to receive larger financial aid awards. The University's estimate of a student's financial need is based on an analysis of the information supplied on the FAF, the Boston College Graduate Financial Aid Application, and the tax returns. A financial aid award or package will combine funds from various sources of assistance. These sources can include institutional, federal or state funds and can be in the form of grant, loan or work. Students are expected to comply with all regulations governing the program(s) from which they receive assistance.

Several assumptions are made in determining a student's financial aid award. A primary assumption is that the student and the family have the first responsibility to pay college expenses. All students are expected to borrow a Stafford Loan to the maximum eligibility as determined by the Financial Aid Office. Students are also expected to work on a limited basis (10-20 hours per week) during

## TUITION AND FEES FOR 1992-93 ACADEMIC YEAR

### TUITION

#### Graduate School of Arts and Sciences\*\*

Tuition per semester hour .....	\$440.00
Auditor's fee†—per semester hour .....	220.00

#### Carroll School of Management, Graduate Division\*\*

Tuition per semester hour .....	504.00
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#### Graduate School of Social Work\*\*

Tuition .....	13,080.00
Tuition per semester hour, M.S.W. ....	354.00
Tuition per semester hour, D.S.W. ....	406.00

#### Law School\*\*

Tuition (first and second years) .....	16,590.00
Tuition (third year) .....	15,800.00

\*\*Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.

†Audits are considered fees and are *not* refundable. Students changing from credit to audit receive no refund.

### GRADUATE GENERAL FEES\*

#### • Acceptance Deposit

Grod A&S (Department of Education only) .....	100.00
Grod SOM—part-time .....	200.00
Grod SOM—full-time .....	400.00
Law School† .....	200.00
Social Work—preliminary^ .....	100.00

†Initial deposit due by April 15 with an additional \$400.00 due by June 1.

^Within two weeks of acceptance; an additional \$200.00 due by July 15.

#### • Activity fee—per semester

7 credits or more per semester .....	22.00
6 credits or less per semester† .....	12.00

#### • Application fee (non-refundable)

Grod A&S .....	40.00
Grod SOM .....	45.00
Social Work .....	40.00
Law School .....	50.00

#### • Certificates, Transcripts .....

#### • Doctoral Comprehensive Fee (per semester) .....

#### • Continuation fee† (per semester—Ph.D. or D.Ed. Cand.) .....

#### • Master's Thesis Direction† .....

#### • Laboratory fee (per semester) .....

#### • Late Payment fee .....

#### • Late Registration .....

#### • Mass. Medical Insurance—per year .....

(230.00 first semester; 320.00 second semester)

#### • Microfilm and binding

Doctoral thesis .....	90.00
Master's thesis .....	70.00
Copyright fee (optional) .....	35.00

#### • Nursing Laboratory fee

(payable for each clinical nursing course) .....

#### • Readmission fee .....

#### • Registration fee (per semester, non-refundable) .....

#### • Student Identification Card .....

\*Fees are proposed and subject to change.

†Students who are on Doctoral Continuation or Masters Thesis Direction, are in off-campus satellite programs, or in out-of-state teaching practica are exempt from the activity fee.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.



## FINANCIAL AID PROGRAMS

### UNIVERSITY FELLOWSHIPS AND ACADEMIC GRANTS

- **Eligible:** Graduate students enrolled in a degree program.
- **Funding source:** Boston College funds, awarded by department.
- **Description:** see Financial Aid "Academic Grants," in the Graduate Arts and Science sections of this Catalog.

### PERKINS LOAN\* (FORMERLY NATIONAL DIRECT STUDENT LOAN)

- **Eligible:** Graduate students enrolled at least half time in a degree program.
- **Funding source:** Federal funds and collections from previous borrowers; awarded by Boston College Financial Aid Office.
- **Description:** Interest free while in school. Repayment at 5% begins six months after leaving school.

### STAFFORD LOAN (FORMERLY GUARANTEED STUDENT LOAN)\*

- **Eligible:** Students enrolled on at least a half-time basis.
- **Funding source:** Commercial lenders (banks, credit unions, savings & loan associations). Applied for through Boston College Financial Aid Office
- **Description:** A federally-guaranteed loan program that is interest-free while the student is in school. Repayment at 8% begins six months after leaving school.

### COLLEGE WORK-STUDY PROGRAM (CWSP)\*

- **Eligible:** Students enrolled at least half-time in a degree program.
- **Funding source:** Federally-funded; awarded by Boston College Financial Aid Office
- **Description:** An employment program that provides on and off campus employment opportunities. Both summer and academic year jobs are available to qualifying students.

### GRADUATE EDUCATION LOAN

- **Eligible:** Parents or students
- **Funding source:** Boston College and Massachusetts Educational Financing Authority
- **Description:** Up to 100% of total educational cost. Principal and interest can be deferred. You must have good credit to receive this loan.

### ALTERNATIVE FINANCING PROGRAMS

- **Eligible:** Students and their families
- **Funding source:** Commercial lenders (banks, credit unions, savings & loan associations, etc.)
- **Description:** There are a number of alternative financing programs available. You must have good credit in order to receive these loans. Students and their families should contact the Boston College Financial Aid Office for additional information.

\*complete Boston College Financial Aid Application required.

the academic year. Additionally, it is assumed that each student will work during the summer months and save toward educational expenses.

All financial resources are limited. It is Boston College's intent to use these limited resources in such a way that the greatest number of students will benefit. Therefore, total financial assistance received by a student cannot exceed total need. In the event that a student receives other, "outside" assistance after Boston College has awarded aid, the student is required to report this assistance to the Financial Aid Office and the University may be required to adjust the aid it is offering. But it is Boston College policy that the student will receive primary benefit from any outside award. Thus, an outside award will be used first to reduce unmet financial need, and second to reduce the self-help component (loan or work) of a financial aid award.

It is the responsibility of students to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of an award program

are not met. Students receiving a Perkins Loan (formerly National Direct Student Loan) are expected to accept responsibility for the promissory note and all other agreements that they are required to sign. Students must comply with all College Work-Study dates and deadlines. A student's work-study award will be cancelled if he or she has failed to secure a job and return the completed Hire Form by October 1.

All financial aid awards are made under the assumption that the student's status (full-time, half-time) has not changed. Any change in the student's status must be reported to the Financial Aid Office as it can affect the financial aid award. In addition, all financial aid applicants must maintain satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at Boston College. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to re-establish his or her status, and, thus, eligibility to receive financial aid. **Please note:** Special students are ineligible to receive federal or state financial aid.

Specific information on the various programs, conditions and procedures, and the various financial aid deadline dates, can be found in the Boston College Graduate Student Guide, the Boston College Graduate Financial Aid Application, the Boston College Financial Aid Award Letter, and the Financial Aid Instruction Booklet. Students are expected to be familiar with the contents of these publications as well as all other materials or documents which may be distributed by the Boston College Financial Aid Office.

Financial aid recipients have the right to appeal their financial aid award. Before making an appeal, however, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new information not already included in the student's original application material. An appeal should be made by letter to the student's financial aid counselor.

When applying for financial aid, the student has the right to ask:

- what the cost of attending is, and what the policies are on refunds to students who withdraw.
- what financial assistance is available, including information on all federal, state, local, private and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
- how much of the student's financial need, as determined by the institution, has been met.

Students also have the right to request an explanation of the amount and type of aid in their financial aid award package. Students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must commence, and any cancellation and deferment provisions that apply. Students offered a work-study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional documentation, verification, corrections, and/or information requested by either the Financial Aid Office or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner the work that is agreed upon in accepting a College Work-Study job.



- know and comply with the deadlines for applications or reapplications for financial aid.
- notify the lender of a loan (i.e., Stafford Loan) of any changes in name, address or school status.

## STUDENT SERVICES

### AHANA Student Programs

(African-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College, especially those identified as being at an academic disadvantage. Among the services provided are: tutorial assistance; academic advisement; individual and group counseling; tracking of academic performance; and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs.

### Athletics

The objective of the Boston College Athletic Association is to provide members of the entire university community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity which complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition in 31 varsity sports for men and women.

### Career Center

The Career Center provides comprehensive resources and information concerning all aspects of career planning and job hunting. Its services are available to graduate and undergraduate students in all schools and concentrations, as well as to alumni.

For those seeking direction in choosing a career field, the Center offers workshops in Career/Life Planning as well as individual counseling. The Center's Career Resource Library contains books, files, and videotapes, as well as an easy-to-use computerized career guidance system.

The Career Information Network, composed of more than 800 alumni volunteers who host students in their workplaces, provides an opportunity to hear on-the-job realities from a large variety of career fields.

Students wishing to integrate course work with practical work experience can participate in the Boston College Internship Program, located in the basement of the Center.

For the job hunter, the Career Center provides group and individual assistance in resume writing, interview preparation, and job hunting strategies; an on-campus recruiting program; current job listings; and a credentials service.

Graduate students are encouraged to visit the Career Center at 38 Commonwealth Avenue, where they can pick up the Center's monthly publications. The Career Center is open on Monday evenings until 7:30 p.m. during the academic year for the convenience of graduate students and alumni.

### Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Offices are located in McElroy Commons, Room 215, x3475.

### Dean for Student Development

The Office of the Dean for Student Development coordinates the planning, implementation and evaluation of programs and services promoting student development. This includes overseeing student clubs and organizations, programming, judicial affairs, off-campus and commuting student affairs, and international student services. The Dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline, the judicial process, and the Administrator-On-Call program.

### Dining Services

The University offers service in five dining area locations for resident students with a complete and nutritionally-balanced menu: McElroy Commons, Eagles Nest and Lyons Hall on Middle Campus, Stuart Hall on Newton Campus, and Walsh Cafeteria on Lower Campus. In addition students can use their Meal Plan in the Golden Lantern Restaurant, Grocery convenience stores, The Club, the Cafe, and the concessions at Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Comm. Ave. and Greycliff dormitories. The cost of the full Meal Plan for 1992-93 is \$1,460.00 per semester or \$2,920.00 per year.

Optional meal plans are available to all other students living in on/off campus apartments, or to commuters. Rates for these plans vary.

Further information can be obtained by contacting the University Meal Plan Office, 552-3533 or x3533, Lyons Hall 1B. A dietician is available to those students with special dietary needs or restrictions, by calling 552-3123 or x3123.

### Disabled Student Services

Disabled students applying to Boston College are strongly encouraged to make their disability known voluntarily to the Admissions Office of the School to which they are applying on the appropriate section of the application form. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus.

For more information regarding building and program accessibility for students with physical disabilities, contact John Hennessy, Coordinator of Services for Physically Challenged Students, Gasson Hall 108, 617-552-3310. For more information regarding services for students with learning disabilities, contact Dr. David John Smith, University Counseling Services, Gasson Hall 108, 617-552-3310.

### Graduate Student Association

The Graduate Student Association (GSA) is a representative body of graduate students from Arts and Sciences, the School of Social Work, and the Carroll School of Management. Graduate students in some of the schools and departments have their own association or student collective, but the GSA serves as the university-wide graduate student organization.

Most importantly, the GSA assumes the role of advocate, presenting to the administration the issues that most concern Boston College graduate students. The GSA nominates graduate students to sit on University committees, including committees on academic affairs, graduate student housing, the new campus center, educational policy, the library and parking.

Graduate departments from the Department of Education, Carroll School of Management, and School of Social Work elect a representative(s) to the GSA Council. This council works closely with the GSA staff to strengthen the collective voice of graduate students in matters concerning their welfare on campus. At present there are over thirty representatives on the Council.

The GSA sponsors numerous social, cultural, and educational events for graduate students. The GSA also issues small grants to help graduate students present research papers at academic conferences. The GSA publishes a graduate student newspaper, *The Graduate Exchange*, that keeps people informed of GSA events, as well as providing graduate students with information about university actions or activities which are of interest. The GSA also publishes a weekly listing of graduate student activities in *The Bulletin*. At the beginning of each year the GSA sponsors an orientation program for all graduate students. During the academic year the GSA holds the weekly *Attitude Adjustment Hour* (AAH), a time to relax and socialize with graduate students from other departments.

The GSA maintains an office in Hovey House, where weekly council meetings are held from 11:45-1:00 p.m. on Thursdays; meetings are open to all graduate students. Last year the GSA set up The Graduate Student Lounge at Hovey House, with a pool table, dart board, and television.

The GSA is funded through the student activity fee (see Tuition and Fees, page 7).

### Health Services

The primary goal of University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department has two units: a Clinic located in Cushing Hall on the Chestnut Hill Campus, and a 20-bed Infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Graduate students may receive on-campus medical care by signing up at the University Health Services Office in Cushing Hall, Room 119. The Health/Infirmary Fee will then be charged to their account.

The services include a walk-in clinic as well as medical, surgical, gynecological, orthopedic, nutrition, wart, physical therapy, allergy and immunization clinics. The In-Patient Infirmary is open 24 hours a day when school is in session.



The Health/Infirmary Fee for medical care on campus is not a substitute for a health insurance policy. Massachusetts law requires that all full-time university students be covered by an Accident and Sickness Insurance Policy so that protection may be assured in case of hospitalization or other costly outside medical services. (See Tuition and Fees section, above.) Insurance information is available at University Health Services Office, Cushing Hall, Room 119.

### Immunization

Massachusetts State Law requires all full-time graduate students born after 1956 to show evidence of satisfactory immunization against measles, mumps, rubella, tetanus, and diphtheria. Students who fail to provide adequate documentation of immunization will not be permitted to register and attend classes. The only exceptions are when immunizations conflict with personal religious belief or when a physician documents that immunizations should not be given because of pre-existing medical problems.

### University Counseling Services (UCS)

UCS provides counseling and psychological services to the students of Boston College. The goal of UCS is to enable students to develop fully and to make the most of their educational experience. Services provided include individual counseling and psychotherapy, group counseling, consultation, evaluation and referral. Students wishing to make an appointment may contact a counselor in any one of the Counseling Offices on campus (Gasson 108, 552-3310; Fulton 201, 552-3927; Campion 301, 552-4210).

## ACADEMIC REGULATIONS

*Note:* In addition to being familiar with the Academic Regulations listed below, students are expected to know the Academic Regulations of their school as printed on subsequent pages of this Catalog, or in the appropriate individual school's bulletin.

### Academic Integrity

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgment by an Administrative Board, as the student shall request.

### Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Graduate Program or the Dean to discuss the situation and/or to obtain information about relevant grievance procedures.

### Grading

In each graduate course in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, or F. In addition, students in the Law School may receive grades of C+, C-, and D. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the

graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory. For Law School students, the grades of C- and D may be awarded for work which is passing but unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. Note: Students should consult the Academic Regulations section of their own school, or the appropriate Bulletin, for academic standards which apply to their individual degree programs. (Field Instruction in the Graduate School of Social Work, for example, is graded on a Pass/Fail basis. A Pass/Fail option is available for a limited number of other courses, as stipulated by the School).

### Incompletes and Deferred Grades

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an I (Incomplete). Except for extraordinary cases, the grade of Incomplete (I) for any course shall not stand for more than 4 months. In extraordinary cases, the student may petition the appropriate Dean for an exception. The Graduate School of Social Work requires that any faculty member asked, and agreeing, to extend an Incomplete for more than 30 days after the original exam/paper deadline, submit a designated explanatory form to the office of the Dean. A G.S.S.W. student who fails to remove an Incomplete within the 30 days, or to secure the extension form from the respective faculty member, will receive an F for the course. A Law School student who fails to remove an Incomplete for any course prior to graduation will receive an F for the course.

Any Incomplete grade which is turned in to the Registrar's Office will remain an Incomplete until it is changed by a formal action of the faculty member involved.

A grade of "J" may be given for the first semester of certain year-long courses which are not graded until the end of the year.

### Graduation

The University awards degrees in May, September and December of each year, although commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of that date.

In order to ensure timely clearance for graduation, students should sign up for graduation in the Registrar's Office by the deadline for each graduation date which is published in the Academic Calendar at the end of this Catalog. University policy states that degree candidates must be registered in the semester in which they graduate.

### Transcript of Record

A record of each student's academic work is prepared and maintained permanently by the Office of the University Registrar. For students in the Law School, Graduate School of Management, and Graduate School of Social Work, the transcript includes the final cumulative average; no cumulative average is presently maintained for students in Graduate Arts and Sciences.

Transcript requests must be submitted in writing to: **Transcript Requests**, Office of the Registrar, Lyons Hall 101, Boston College, Chestnut Hill, MA 02167.

Under normal conditions requests are processed within 72 hours of receipt. If rush service is required, a flat \$5.00 "rush fee" will be assessed in addition to the cost of each transcript (\$2.00 per copy). University policy prohibits the issuance of partial transcripts.

### Transcript/Diploma Holds

Diplomas will not be issued, nor transcript requests honored, for any student with an outstanding financial obligation to the University. The same policy applies to any student who does not complete the required loan exit interview.

### Student Absences for Religious Reasons

Any student who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which may have been missed because of such absence on any particular day. However, such makeup examination or work shall not create an unreasonable burden upon the University.

### Withdrawal from a Course

Students who withdraw from a course after the registration, or confirmation of registration, period but before the last three weeks of class will have a "W" recorded in the grade column of their permanent record. Students will not be permitted to drop courses during the last three weeks of classes or during the exam period. Students who are still registered at this point will receive a final grade for the semester.

### Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in the University Registrar's Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

### Leave of Absence

Degree candidates seeking a leave of absence from Boston College are required to complete a Leave of Absence Form, available in the University Registrar's Office. All degree candidates must register each semester until the degree is completed. Degree candidates not wishing to register for a given semester must file the Leave of Absence Form with the University Registrar.

To assure reenrollment for a particular semester following a leave of absence, students must notify the University Registrar's Office and the



Dean's Office of their individual school about their intention, at least six weeks in advance of the start of that semester. Students seeking reenrollment in the Graduate School of Social Work should refer to the School's readmission procedure in the Readmission section, below.

### Readmission

Students who desire readmission will initiate the process in the University Registrar's Office, Lyons Hall. Applications for readmission should be made there, and the readmission fee paid, at least six weeks before the start of the semester in which the former students seek to resume study. **NOTE:** Students requesting readmission to the Graduate School of Social Work must contact the Director of Social Work Admissions at least *one semester* before their intended return to insure appropriate class and field placement. The appropriate Dean's Office will make the decision on the readmission application, and the Registrar's Office will notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.

## SPECIAL PROGRAMS

### Cross-Registration Program

#### The Consortium

Boston College graduate students may cross-register for graduate courses at Boston University, Brandeis University, or Tufts University. Students in the Graduate School of Management may not take courses at Brandeis University. Normally students cross-register for only one course a semester but may, with their advisor's permission, cross-register for more than one course. Students should pick up the cross-registration petition in the Registrar's Office, Lyons 101. Tuition payments for cross-registration are made to Boston College. For further information please contact the Boston College Registrar's Office, 617-552-3300.

### Study Abroad Programs

Boston College offers several opportunities for students in each of the graduate schools to study abroad.

#### Cuba/China: Comparative Social Policy Analysis (SW 813)

This three-credit course offers students in the Graduate School of Social Work an integrative cross-cultural exploration of national social policy issues on market and nonmarket social policy. The course includes a field experience of 15 days in Cuba (Havana, Matanzas, Hibacoa, Santiago, and Varadero), or three weeks in the People's Republic of China (Shanghai, Beijing, Turpan, Kashgar, Urumqi, the Taklamakan Desert, Lanzhou, Kunming, Xiang, Dunhuang, Chengdu).

For more information, contact Demetrius Iatridis, Graduate School of Social Work.

#### France: European Perspectives Program

The Graduate School of Arts and Sciences and the Carroll Graduate School of Management offer an interdisciplinary program entailing study of European culture, language, history, politics, economics, and business. Fifteen students participate

in a semester-long series of workshops and seminars given by faculty from Economics, History, Music, Fine Arts, Business, and Romance Languages and Literatures. The program culminates with a three-week visit to France where students will hear lectures on cultural, sociological and political perspectives, visit multinational corporations and work with French business students on case studies of U.S. and French companies.

For more information, contact Prof. Marian St. Onge, Office of International Programs.

#### Hangzhou: Boston/Hangzhou Summer Internship Exchange

This program, which offers a six-week visit to Hangzhou, China (including a 4-week internship), is open to graduate students in Arts and Sciences and the Carroll School of Management.

For more information, contact Prof. Marian St. Onge, Office of International Programs.

#### London: Law School Spring Semester Abroad

The semester in London is designed to strengthen the curriculum of the Boston College Law School in the field of Comparative Law. The academic program consists of classes at King's College, London, and externships modelled on the clinical program currently offered at the Boston College Law School.

For more information, contact Prof. Cynthia Lichtenstein, Boston College Law School.

#### Madrid: ICADE Business School of the University of Comillas in Madrid

The Carroll School of Management maintains an international student exchange program with the ICADE Business School of the University of Comillas, in Madrid, Spain. MBA students selected to participate in the program spend the fall semester of their second year at the Madrid campus. They may also spend the preceding summer in Spain in an intensive language instruction program.

For more information, contact Dean Louis Corsini, Carroll Graduate School of Management.

#### Paris: Ecole Normale Supérieure

The Department of Romance Languages and Literatures maintains a one-year exchange program with the Ecole Normale Supérieure in Paris. A graduate student in French goes to Paris and a student from the Ecole Normale comes to Boston. The student from Boston College serves as an assistant at a high school in the greater Parisian area and may audit at no cost any courses given at the ENS. The student from the ENS serves as a part-time lecturer at Boston College, teaching a minimum of five courses over two semesters, and may also audit any Boston College course with the permission of the professor.

For more information, contact Prof. Ourida Mostefai, Romance Languages and Literatures department.

#### Strasbourg: Boston/Strasbourg Business Internship Exchange

This program, which offers a full-year exchange with the University of Strasbourg, France, is open to graduate students across the Arts and Sciences disciplines, and in the Carroll School of Management.

For more information, contact Prof. Marian St. Onge, Office of International Programs.

## COURSE NUMBERS AND CODES

The alphabetic prefix of each course indicates the department or program offering the course. The number indicates the level of the course.

**300-699**—Courses for undergraduate and graduate registration. For Education courses, this range is 300-399.

**700-999**—Courses for graduate registration  
(**F: 3**) or (**S: 3**)—Designates a 3-credit course that will be offered either in the fall or in the spring.  
(**F, S: 3**)—Designates one course which will be offered in the fall and in the spring, but may be taken only once for 3 credits.

(**F: 3-S: 3**)—Designates a two-semester course that can be taken both semesters for a total of 6 credits.

Courses with no semester designation will not be offered in 1992-93, but are taught on a regular basis by the department.



# GRADUATE SCHOOL OF ARTS AND SCIENCES

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Doctor of Education (D.Ed.), Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), Master of Science in Teaching (M.S.T.), and to a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Certificate of Advanced Graduate Studies (C.A.G.S.) in English. The Graduate School also admits as "Special Students" those not seeking a degree who are interested in pursuing course work for personal enrichment.



## GENERAL INFORMATION

The Graduate Admissions Office, McGuinn Hall 221 is open from 8:45 a.m. to 4:45 p.m., Monday through Friday, to assist persons making preliminary inquiries. Application materials for U.S. citizens or for those who have official permanent U.S. resident status are included in the Graduate School *Bulletin*. The *Bulletin* may be obtained either from the department in which students hope to study, or from the Graduate Admissions Office. All non-U.S. citizens should obtain their application materials from the Graduate Admissions Office as additional documents are required of them, and additional information is provided for them.

The *Schedule of Courses* and *Registration Information for Graduate Students* booklets are published by the University Registrar prior to each semester's registration period. The International Student Office, the Office of the Dean for Student Development, and the Graduate Student Association Office provide non-academic services for students.

## MASTER'S DEGREE PROGRAMS

### Requirements for Degrees of Master of Arts, Master of Science, and Master of Education

#### Acceptance

Candidates for the Master's degree must generally be graduates of an accredited college with 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the Graduate School by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of 6 credits.

#### Course Credits

A minimum of 30 graduate credits is required for each Master's degree. No formal minor is required, but with the approval of his or her major department a student may take a limited number of credits in a closely related area. No more than 6 graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under "Transfer of Credit."

#### Language Requirement

The extent and nature of the language requirements are the responsibility of the department concerned. Consult the section for each department for language requirements.

#### Master's Comprehensive Examination

The candidate for a Master's degree must pass a departmental comprehensive examination which may be oral, written, or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the department chairperson or Graduate Program Director. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). Generally within two weeks, notification of examination results will be sent in writing to the Registrar's Office and the individual student. A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students who have completed their course work should register for Master's Interim Study (888) each semester until they complete their comprehensive examinations. Only the registration fee and the activity fee are charged during this period. No credit is granted.

#### Thesis

Some programs require or allow the option of a thesis. It is the responsibility of the student to become familiar with the regulations of his or her major department. A maximum of 6 credit hours, attained by registering for Thesis Seminar 801,

is allowed for the thesis. The thesis is done under the supervision of a director and at least one other reader assigned by the department. Students who have completed 6 credits under Thesis Seminar but who have not finished their thesis must register for Thesis Direction 802, a non-credit course, each semester until the thesis is completed. A Graduation Form should be filed with the Registrar in accordance with the dates indicated in the academic calendar in this Catalog. Two typed copies of the thesis, one original and one clear copy, approved and signed by the director and reader, must be submitted to the Graduate School Office, accompanied by the proper binding and microfilm fee, no later than the date specified in the academic calendar.

The submitted thesis becomes the property of Boston College but the University does not limit the author's right to publish results.

#### Time Limit

The student is permitted *five consecutive years* from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with approval of the department concerned and the Dean.

#### Leave of Absence

*Students enrolled in a degree program who do not register for course work, Thesis Direction or for Master's Interim Study in any given semester must request a leave of absence for that semester.* Leaves of absence are not normally granted for more than 2 semesters at a time. Students may obtain the Leave of Absence Form from the Registrar and submit this form to that office for the Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Dean. Students must file the readmission form with the Registrar's Office, and pay the readmission fee at least 6 weeks prior to the semester in which they are expected to re-enroll.

## MASTER OF ARTS IN TEACHING (M.A.T.) AND MASTER OF SCIENCE IN TEACHING (M.S.T.)

Master's Programs in Teaching are available for those who are teaching or who wish to prepare to teach. Applicants must be accepted both by the subject department in which they wish to specialize and by the Department of Education. The M.S.T. and M.A.T. programs are pursued under one of the following plans:

- *Plan A:* combines graduate study with a teaching internship.
- *Plan B:* combines graduate study with a period of apprenticeship.
- *Plan C:* for an experienced teacher or graduate from a School of Education without teaching experience.

For additional information contact the Department of Education.



Students in the M.A.T. and M.S.T. programs must pass a comprehensive examination taken in two parts—one devoted to the subject matter field and the other to the field of Education. General requirements regarding credits, language, time limit, and courses for the Master's Programs described above are applicable to these degrees.

### SPECIAL PROGRAMS

- Master of Arts in American Studies: See departments of History, English, and Political Science.
- Master of Arts in Biblical Studies: See department of Theology.
- Master of Arts in Irish Studies: See department of English.
- Master of Arts in Medieval Studies: See department of History.
- Master of Arts in Slavic Studies: See department of Slavic and Eastern Languages.
- Certificate of Advanced Specialization (C.A.E.S.): See department of Education and the Institute of Religious Education and Pastoral Ministry.
- Certificate of Advanced Graduate Studies (C.A.G.S.): See department of English.

The five-year time limit for completing a Master's Degree also applies to the C.A.E.S. and C.A.G.S. programs.

### DOCTORAL DEGREE PROGRAMS

#### Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a thesis based upon original research conspicuous for its scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follow a unified and organized program of study. Additional information regarding specific programs of study at the doctoral level will be found in this Catalog under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

#### Residence

The philosophy of the residence requirement is that a doctoral student should experience the total environment of the University. Residence for at least two consecutive semesters of one academic year, during which the student is registered as a full-time student at the University, is required. A plan of studies which meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered to fulfill the residency requirement for students holding full-year fellowships and assistantships. The residence requirement may not be satisfied, in whole or in part, by summer session attendance.

#### Language Requirement

Each department shall decide the extent and nature of the language requirement for its students.

### GRADUATE SCHOOL PROGRAMS AND DEGREES

DEPARTMENT OF INSTRUCTION	PH.D	D.ED.	M.A.	M.A.T.	M.S.	M.S.T.	M.ED.	C.A.E.S.	C.A.G.S.
American Studies			✓						
Biology	✓				✓	✓			
Chemistry	✓				✓	✓			
Classical Long.			✓						
Economics	✓		✓						
Education	✓	✓	✓	✓		✓	✓	✓	
English	✓		✓	✓					✓
Geology/Geophysics					✓	✓			
History	✓		✓	✓					
Mathematics			✓			✓			
Nursing	✓				✓				
Philosophy	✓		✓						
Physics	✓				✓	✓			
Political Science	✓		✓						
Psychology	✓								
Religious Ed. & Pastoral Ministry	✓		✓				✓	✓	
Romance Long.	✓		✓	✓					
Slavic & Eastern Long.			✓						
Slavic Studies			✓						
Sociology	✓		✓						
Theology	✓		✓						
Irish Studies (English)			✓						
Biblical Studies (Theology)			✓						
Medieval Studies (History)	✓		✓						

#### Preparing for Comprehensives

Students frequently spend one or two semesters preparing for comprehensive examinations following the completion of their course requirements. During this interim period students should register for Doctoral Comprehensives 998, for which only the registration fee and the activity fee are required. No credit is granted.

#### Comprehensive Examinations

Student eligibility for taking the doctoral comprehensive examination is determined by the department. Students should consult with their department about the nature of this examination and time of administration. Departments use the following grading scale: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. Generally within two weeks, the department will send the results in writing to the Registrar's Office and to the individual student. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

#### Admission to Candidacy

A student attains the status of a *doctoral candidate* by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

#### Dissertation

Each doctoral candidate is required to complete a dissertation which embodies original and independent research, and demonstrates advanced scholarly achievement. The subject of the dissertation must be approved by the major department and the research performed under the direction of a faculty advisor. The manuscript must be prepared according to style requirements of the departments, and of the Graduate School of Arts and Sciences.

#### Acceptance of the Dissertation

As soon as possible after a student's admission to candidacy, a dissertation committee will be appointed by the Dean to judge the substantial merit of the dissertation. The dissertation committee



shall include the major faculty advisor as chairperson and at least two additional members of the graduate faculty as readers.

The dissertation shall be defended by the candidate in a public oral examination.

Official approval of the dissertation by the dissertation committee is required. Committee members certify their acceptance by signing the title page of the dissertation. Two signed copies of the dissertation, one original and one clear copy, should be filed in the Graduate School of Arts and Sciences Office. The submitted dissertation becomes the property of Boston College, but the University does not limit the author's right to publish the results.

#### Dissertation Publication

Doctoral candidates should report to the Graduate School Office by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures.

#### Time Limit

All requirements for the Doctoral degree must be completed within *eight consecutive years* from the beginning of doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

#### Leaves of Absence

The conditions for leaves of absence and readmission as noted for the Master's Program are also applicable to the Doctoral Program. Leaves of absence for students on Doctoral Continuation are rarely granted.

### INTERDISCIPLINARY DOCTORAL PROGRAM

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. A student interested in exploring such a possibility should first make an inquiry to the Graduate School Office.

### SPECIAL STUDENTS (NON-DEGREE)

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as special students. Many individuals enter a department of the Graduate School as special students—either to explore the seriousness of their interest in studying for an advanced degree, or to strengthen their credentials for possible later application for degree study. Others are simply interested in taking graduate course work for interest's sake or for other purposes. Admission as a special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents, and be accepted for degree study. The number of credits one has earned as a special student that may be applied toward the requirements of a degree is determined by the Department to which one applies in concert with Graduate School regulations.

### THE CONSORTIUM

Boston College graduate students may cross-register for graduate courses at Boston University, Brandeis, or Tufts. It should be noted that the registration dates of the Consortium schools are not identical. Further information regarding cross-registration procedures is available in the Registrar's Office.

### ADMISSION

#### Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution, and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Evening College of Arts and Sciences and Business Administration or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous Master's/bachelor's degree, one should consult his or her own undergraduate dean.

The Graduate School accepts two classes of applicants: Degree students (degree-seeking) and Special students (non-degree-seeking).

A completed application to the Graduate School includes forms that provide biographical information, official transcripts, and references. All of these documents will be found in the *Graduate School of Arts and Sciences Bulletin*, along with complete instructions for their submission. For possible additional required credentials, e.g. GRE scores etc., consult the requisites of the Department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.*

Applicants for Special Student status should consult the *Graduate Arts and Sciences Bulletin* regarding required application documents. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.*

Degree and Special students are not admitted officially until the completed application form has reached and been approved by the Director of Graduate Admissions. Admission should not be presumed without receipt of official notification from the Director.

Degree-seeking applicants should consult the department of specialization regarding the specific requisites for the various departmental Master's, C.A.E.S., C.A.G.S., and doctoral programs.

For the necessary application forms and information, *Domestic Students* (U.S. citizens and permanent resident non-U.S. citizens) should address their requests to the department of interest, or to the Graduate Admissions Office.

*Foreign Students* (non-U.S. citizens who are not permanent U.S. residents) should address their requests to the Graduate School of Arts and Sciences, Admissions Office, McGuinn Hall 221.

If one's department of interest has requirements involving the Graduate Record Examination (GRE), Miller's Analogies Tests, etc., information regarding these tests may be obtained from: The Center for the Study of Testing, Evaluation and Educational Policy, Boston College, Chestnut Hill, Massachusetts 02167.

Information on the GRE tests also may be obtained from: Educational Testing Service, Box 955, Princeton, New Jersey 08540; or Educational Testing Service, 1947 Center Street, Berkeley, California 94794.

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

#### Procedure for Filing Applications

##### Domestic Students (U.S. citizens and other permanent residents of U.S.)

*Domestic students* applying for admission and financial aid should submit all application materials to the Graduate Admissions Office, McGuinn Hall 221.

Unless other dates are indicated by individual departments/divisions, the completed applications for admission should be on file by April 15 for June admissions, May 15 for September admissions and November 15 for January admissions. Applications for admission which involve a request for financial aid should be on file in the department concerned by March 15. In the Department of Education, several programs have fixed deadlines. Applicants to Counseling Psychology Master's Programs must submit complete applications by February 1. Doctoral applicants to the Counseling Psychology Program must have complete applications on file by January 1. Applicants to doctoral programs in Curriculum, Administration, and Special Education must submit applications by March 15 for fall admission, and by November 15 for January admission. Please consult the Department of Education section of this Catalog to determine full admissions procedures and guidelines.

Applicants are urged to utilize the Application Acknowledgment post card included in the Graduate School *Bulletin* to ensure the completeness of their application, and to contact the department in which they plan to study or the



Graduate School Admissions Office if they require additional information.

**Foreign Students (non-U.S. citizens who are not permanent residents of U.S.)**

Foreign students seeking admission should write to the Boston College Graduate School of Arts and Sciences requesting the International Student Application Forms.

Foreign students should send all their completed application materials to: Graduate School of Arts and Sciences, Graduate Admissions Office, Boston College, Chestnut Hill, Massachusetts 02167, U.S.A.

They should NOT send these materials directly to the department or program concerned since this will only delay the processing of their applications.

All foreign student-applicants for whom English is not the first language should plan to take the TOEFL (Test of English as a Foreign Language) Examination, and direct that their score be forwarded to the Graduate School by The Educational Testing Service. Ordinarily, a minimum score of 550 on this examination is expected by the Graduate School for admission. Individual departments may require a higher score. Information about this examination can be obtained from the Educational Testing Service (see above for address).

Applications for admission which do NOT involve a request for financial aid should be received in the Graduate School Office by April 15 for September admissions and by October 1 for January admissions.

Applications for admission which DO involve a request for financial aid should be received in the Graduate School Office by February 15. No requests for financial aid will be considered for January admissions.

**Acceptance**

Announcements of acceptance or rejection are usually mailed on or about April 15 for September admissions, but may vary by department. Decisions for January or June admission are made on a rolling basis. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Director of Admissions of the Graduate School.

**Registration**

Students in the Graduate School of Arts and Sciences register for courses by mail. New and continuing degree students will be mailed registration material, including the *Registration Information for Graduate Students* booklet, approximately one month prior to the beginning of each semester. Consult the calendar at the back of this catalog for registration dates and deadlines for the 1992-93 academic year.

Before registration all degree students should see their department advisor or chairperson to discuss a program of study and obtain approval for courses. See the *Registration Information for Graduate Students* book for information on acceptable methods of payment.

Students registering by mail will receive a receipt as soon as the registration has been processed. For information on graduate tuition and

fees refer to the "Graduate Tuition and Fees" section of this Catalog. In addition to the tuition cost, students must pay the registration fee and student activities fee each semester.

After registration, no addition of courses or change from audit to credit are permitted. Students may withdraw from a course or change from credit to audit up to three weeks prior to examinations and may receive partial tuition refund on withdrawals submitted during the three weeks following registration. Students changing from credit to audit receive no refund. See "Withdrawals and Refunds" section for specific refund dates.

**ACADEMIC REGULATIONS**

**Academic Integrity**

Students in the Boston College Graduate School of Arts and Sciences are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication.

**Grades**

In each graduate course in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than 10 or an F in more than 8 semester hours of course work may be required to withdraw from the school.

**Withdrawal from a Course**

To withdraw from a course after registration, a graduate student should pick up a Course Withdrawal Form in the University Registrar's Office, Lyons 101. The student should obtain an authorizing signature from the department chairperson and also from the Dean of the Graduate School. After obtaining those authorizing signatures, the student is to return the form to the Registrar's Office.

For students who officially withdraw from a course during the registration period, no recording entry will appear on the permanent record. After the registration period but before the last three weeks of class, official withdrawal from a course will be recorded by "W" in the grade column of the permanent record. No student will be permitted to drop a course during the last three weeks of classes or during the examination period. Students still registered in a course during this period will receive a final grade in the course.

For specific dates, please refer to the refund schedule on page 6 of this Catalog.

**Incompletes**

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course may, with adequate reason and at the discretion of the faculty member, receive an I (Incomplete). Except for extraordinary cases, the grade of Incomplete(s) shall not stand for more than four (4) months. A student's financial aid may be jeopardized if he or she has Incompletes of more than four months' standing.

Any Incomplete grade which is turned in to the Registrar's Office will remain an Incomplete until it is changed by a formal action of the faculty member involved.

**Semester Examinations and Grade Reports**

Seminars and teacher-training courses may or may not have a semester examination at the discretion of the instructor. Semester examinations are given in all other courses and students should consult the semester examination schedule posted outside the University Registrar's Office, Lyons 101. When examinations or classes are cancelled as a result of stormy weather, announcement is made by radio (WBZ, WHDH), or by recorded phone message (call 552-INFO), generally by noon. The scheduling of examinations thus cancelled is posted outside Lyons 101. Semester grade reports are mailed to all students who are in good standing.

**Transcript Requests**

Transcript requests should be addressed in writing to the University Registrar. The student should indicate his or her full name and should specify whether he or she is currently enrolled, on leave of absence, withdrawn, or graduated. A fee is charged for each transcript and must be enclosed with the request. The official transcript lists all courses for which the student has been registered in the Graduate School.

**Change of Name and Address**

Students are responsible for maintaining their current name and address on file in the Registrar's Office.

**Transfer of Credit**

Students who have completed one full semester of graduate work may request transfer of not more than six graduate transfer credits. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. Transfer of Credit forms, which are available in the University Registrar's Office, should be submitted, together with an official transcript, directly to the student's chairperson and Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.



## GRADUATION

### May Graduation

Graduate School degrees are awarded at the annual May commencement. Students who plan to graduate in May should file a Graduation Form in the Registrar's Office by the deadline stated in the Academic Calendar. For students who sign up for graduation but for some reason do not graduate on the anticipated date, the Registrar's Office will automatically move them up to the next scheduled graduation period. Those who finish degree requirements during the school year may request a Letter of Certification for the completion of their degree requirements.

Diplomas are distributed immediately following the completion of the commencement exercises. Diplomas will be mailed to students unable to attend commencement.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled, nor will diploma or transcripts be awarded or issued where the fees have not been paid.

### September and December Graduations

Graduate students who have completed all degree requirements by September 1 or December 30 are eligible to receive the degree as of those dates. The procedure is the same as for May graduation. The deadlines for filing the graduation form in the Registrar's Office are July 8 and November 30. As there are no commencement exercises in December or September, the names of those receiving degrees will be included in the program of the following May commencement.

## FINANCIAL AID

### Academic Grants

A variety of fellowship grants and scholarships is available to aid promising students in the pursuit of their studies, including: University Fellowships, Teaching Fellowships, Graduate Assistantships, Research Assistantships and Tuition Scholarships. Grants vary by discipline and can be as large as \$12,000 plus a full tuition scholarship. Please refer to the "Financial Aid" section in the "University" section at the beginning of this Catalog for more information on filing requirements (i.e. completion of the Financial Aid Form (FAF) or the Graduate and Professional Financial Aid Form (GAPSFAS), etc.). Application for fellowship grants and scholarships should be made according to the procedures outlined in the preceding paragraphs under the heading "Application", and completed applications should be on file by March 15. Applications which are received after this date will be accepted but normally they will be considered only if unexpected vacancies occur. The scholastic requirements for obtaining fellowship grants or scholarships are necessarily more exacting than those for simply securing admission to the Graduate School.

### University Fellowship

University Fellowships are available in some departments offering the Ph.D. degree. These awards, which provide a stipend, and may include up to a full tuition scholarship, do not require specific services.

### Fellowships for American Minority Group Students

The Graduate School sponsors several Fellowships specifically for American minority group students. These are in addition to other Fellowship and Assistantship awards, carried tuition scholarships and stipends of up to \$11,000 for the 1992-93 academic year, and may increase slightly for the 1993-94 academic year. These fellowships do not require specific services. Interested students should write directly to the Director of Admissions and Financial Aid, Attention: Minority Student Fellowship Program for further particulars. All applicants, of course, are routinely considered for the various types of financial aid that are available in the Graduate School.

### Teaching Fellowships

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend which varies among departments. The Teaching Fellow, in addition to his or her program of studies, is normally responsible for six hours of teaching in the undergraduate colleges.

### Assistantships

Assistantships are available in most departments. Requests for Assistantships should be included with other materials that are submitted to the Admissions Office. Requests received after March 15 will be accepted, but prior consideration will be given to those who submit requests and credentials before or on that date. The scholastic requirements for obtaining Assistantships are necessarily more exacting than those which might suffice for admission to the Graduate School.

Assistantships are granted on an academic-year basis (September-June). Generally, the Assistants in natural science departments assist in laboratory activities. In these and other departments the Assistants may be otherwise involved in the academic activities of the department. The nature and number of hours involved are determined by the department chairperson.

Assistantships provide a stipend which varies among departments.

### Research Assistantships

Research Assistantships are available in some departments. The stipends are similar but not uniform in the departments. Summer research opportunities are also available on some research projects. For further information, contact the Chairperson of the department.

### Tuition Scholarships

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise. Tuition Scholarship support is available for American minority group students who are offered admission to Graduate Teacher Education Programs in the Department of Education, based on academic achievement and promise, and potential as a teacher in elementary and secondary schools. For further information, contact the Graduate Admissions Officer of the Department of Education.

### Procedures for Financial Aid Recipients

Teaching Fellows and Assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with and permission of the chairperson of the department and approval of the Dean of the Graduate School.

At the opening of each school year, or at whatever other time financial aid may be awarded, recipients must report to the Graduate Admissions Office to fill out personnel cards and tax information forms.

An aid recipient who relinquishes a Fellowship, Assistantship or a tuition scholarship must report this matter in writing to the department chairperson and to the Dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

### Other Sources of Financial Aid

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire at the University Financial Aid Office where all such aid is administered. (Refer to the earlier section on "Financial Aid" in this Catalog and to the Graduate School *Bulletin*.)

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# GRADUATE PROGRAMS

# AMERICAN STUDIES

## FACULTY

The American Studies Faculty Caucus for 1992-93:

Professor Judith Smith, (Director), History

Professor Henry Blackwell, English

Professor Sherri Broder, History

Professor Andrew Buni, History

Professor Leonard Casper, English

Professor Anne Fléche, English

Professor William Gamson, Sociology

Dean Carol Hurd Green, Arts and Sciences

Professor Stuart Hecht, Communication and Theater

Professor Jeffery Howe, Fine Arts

Professor Robert Kern, English

Professor Alan Lawson, History

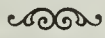
Professor Seymour Leventman, Sociology

Professor Suzanne Matson, English

Professor Thomas O'Connor, History



**Professor Carol Petillo**, History  
**Professor Richard Schrader**, English  
**Professor Laura Tanner**, English  
**Professor Cecil Tate**, English  
**Professor James Wallace**, English  
**Professor Christopher Wilson**, English



American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Cooperating departments include English, History, Political Science, and Fine Arts. Admission of any applicant will be determined by *both* the major department and the American Studies Committee.

The Program is designed to encourage an understanding of the American experience by bringing students to an integrated view of American culture. Candidates concentrate in a major department, while integrating the methods of interdisciplinary work developed in a colloquium in the literature and practice of American Studies, and two research seminars. In addition to these nine credits, the student is required to take twelve hours of graduate work in his major field, and nine in a field related to that major interest. At the end of a student's course of study, the Master's candidate undergoes an oral examination testing his or her ability to synthesize several areas of knowledge.

The Program also has several extracurricular dimensions. It has been a focal point for programs drawing upon the cultural resources of the Boston area.

Applicants are asked to acquire application materials from the department which will be their major field of concentration.

## COURSE OFFERINGS

Students construct their program from Americanist offerings in cooperating departments, in addition to the two-course core sequence:

### **AS 724 Graduate Core Colloquium: An Introduction to the Literature of American Studies (F: 3)**

The colloquium considers a wide range of readings that represent key avenues of approach to the interdisciplinary study of culture. Additional time will be spent examining the nature of the field of American Studies and its present state.

*Judith Smith*

### **AS 990 Graduate Core Seminar (S: 3)**

Each year the American Studies Committee approves a seminar topic which provides the focus for interdisciplinary work. After several weeks of common reading within this topical area (e.g. American Culture in the 1920s), students pursue individual research topics of their own choosing. Normally, the topic serves as a research essay for the course. With the permission of the instructor, this course is open to all students in cooperating departments.

The seminar topic for spring 1993 will be ethnicity and film, taught by Seymour Leventman of the Sociology department. See the description under SC 770.

Interested students may inquire about the Program by writing directly to: Prof. Judith Smith, Director, American Studies Program, History Department, Boston College, Chestnut Hill, MA 02167.

**Allyn H. Rule**, *Associate Professor*; B.S., Central Connecticut College; A.M., Ph.D., Boston University

**Chester S. Stachow**, *Associate Professor*; B.S., M.S., Ph.D., University of Manitoba

**Charles S. Hoffman**, *Assistant Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University



## PROGRAM DESCRIPTION

The Department of Biology offers courses leading to the degrees of Doctor of Philosophy and Master of Science, and cooperates with the Department of Education in the Master of Science in Teaching (M.S.T.) program.

Those seeking admission to the graduate program should have a strong background in biology, chemistry and mathematics with grades of B or better in these subjects. Deficiencies in preparation may be made up in the graduate school. Ph.D. students must include differential calculus and physical chemistry in their preparation; these may be taken during the course of graduate studies.

The Ph.D. program does not require a specific number of graduate credits; however, the Residence Requirements, as defined in the Graduate School of Arts and Sciences section of this Catalog, must be met.

**Requirements:** The minimum curriculum for Ph.D. students consists of three core courses in Advanced Biochemistry (BI 604), Genetics and Molecular Biology (BI 605), and Cell Biology and Physiology (BI 608); a Laboratory Orientation course (BI 611); two additional graduate level (500 or higher) biology courses of which one must be level 600 or higher; and 4 graduate seminars (800 or higher). All Ph.D. candidates are expected to have taken differential and integral calculus and physical chemistry either before or during their course of studies. The physical chemistry requirement may be satisfied by BI 515, Biophysical Chemistry. In addition, in order to advance to candidacy for the doctoral degree, the student must pass a Comprehensive Examination and defend a research proposal.

A minimum of 30 graduate credits is required for the Master's degree. For an M.S. in Biology this must include three core courses in Advanced Biochemistry (BI 604), Genetic and Molecular Biology (BI 605), and Cell Biology and Physiology (BI 608); a Laboratory Orientation course (BI 611); two additional graduate biology courses (500 or higher), and one seminar course (800 or higher). Both M.S. and Ph.D. degrees require the presentation and oral defense of a thesis based on original research conducted within the Department under the guidance of a faculty member.

M.S. and Ph.D. students are also expected to participate in the teaching of undergraduate courses during their course of studies. M.S.T. candidates are not required to follow a specific core curriculum, but with the advice and consent of their advisors take those courses that best satisfy their individual requirements. Contact the Department for more detailed information.

# B I O L O G Y

## FACULTY

**Maurice Liss**, *Professor*; A.B., Harvard University; Ph.D., Tufts University School of Medicine

**Thomas N. Seyfried**, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

**Jolane Solomon**, A.B., Hunter College; A.M., Ph.D., Radcliffe College

**Anthony T. Annunziato**, *Associate Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

**Maria L. Bade**, *Associate Professor*; B.S., M.S., University of Nebraska; Ph.D., Yale University Medical School

**Grant W. Balkema**, *Associate Professor*; B.S., Ph.D., Purdue University

**William J. Brunken**, *Associate Professor*; B.S., Long Island University; Ph.D., State University of New York, Stony Brook

**Mary Kathleen Dunn**, *Associate Professor*; B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

**Walter J. Fimian Jr.**, *Associate Professor*; A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

**James J. Gilroy**, *Associate Professor*; B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

**Jonathan J. Goldthwaite**, *Associate Professor*; B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

**Joseph A. Orlando**, *Associate Professor*; B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

**William H. Petri**, *Associate Professor, Chairperson of the Department*; A.B., Ph.D., University of California, Berkeley

**Donald J. Plocke, S.J.**, *Associate Professor*; B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

**R. Douglas Powers**, *Associate Professor*; A.B., SUNY; Ph.D., Syracuse University



**COURSE OFFERINGS**

An asterisk (\*) after the course title indicates that a course carries a laboratory fee. Courses numbered 500–599 are for undergraduate and graduate registration.

**BI 506 Recombinant DNA Technology (F: 3)**

This course will describe the theory and practice of recombinant DNA technology, and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology. Two lectures per week.

*Charles S. Hoffman*

**BI 510 General Endocrinology (F: 3)**

*Prerequisite:* Introductory Biology or permission of instructor. *Suggested:* Organic Chemistry, Physiology

Many tissues (e.g., the brain, heart, kidney) as well as the “classical” endocrine organs (e.g., adrenal, thyroid) secrete hormones. The course is concerned with normal and clinical aspects of hormone action.

The effects of hormones (and neurohormones) on intermediary metabolism, somatic and skeletal growth, neural development and behavior, development of the gonads and sexual identity, mineral regulation and water balance, and mechanisms of hormone action will be considered. Two 90 minute lectures per week.

*Jolane Solomon*

**BI 515 Biophysical Chemistry (F: 3)**

*Prerequisites:* Biochemistry, Physics, Calculus

Lectures on the properties and functional interrelationships of proteins and nucleic acids with emphasis on the principal physicochemical techniques used for the study of macromolecules.

*Donald J. Plocke, S.J.*

**BI 518 Cell Physiology (F: 3)**

*Prerequisites:* Chemistry through organic, plus Introductory Biology or equivalent. Biochemistry desirable.

Eucaryotic cells are discussed in the light of understanding the chemical makeup and physiological functioning of their constituent structures and organelles. Topics discussed include the plasma membrane, cell-cell signaling, the functioning of the endoplasmic reticulum and related organelles, mitochondria and chloroplasts, cell cycles, and the rudiments of embryonic development. The aim is to integrate the student's biological experience in the light of experimental foundations of our current understanding of cell structure and function.

*Maria L. Bade*

**BI 519 Fundamentals of Radiation Biology (S: 3)**

An introduction to the physical and biological concepts involved in the action of ionizing (and non-ionizing) radiations on biological systems. The basic principles of radiation detection systems and appropriate procedures for the use and handling of radionuclides are also covered. Three lectures per week.

*Walter J. Fimian, Jr.*

**BI 538 Biology of Cell Cycle (F: 3)**

*Prerequisite:* Permission of instructor

A study of growth and division of exponential, synchronous and selected cell cultures. DNA, RNA and protein synthesis in procaryotes and eucaryotes during the cycle will be discussed. Division controls will also be reviewed.

*William D. Sullivan, S.J.*

**BI 540 Immunology (F: 3)**

*Prerequisites:* General Biology, Inorganic Chemistry or consent of instructor

This course emphasizes the biology of the immune response: cell-cell interactions, antibody synthesis and diversity, the immunoglobulins, evolution of self recognition vs. nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity. Two seventy-five minute lectures per week.

*Allyn H. Rule*

**BI 548 Comparative Animal Physiology (S: 3)**

This is a course about how animals function as well as why they function as they do; thus, stress will be laid on problems posed to animal survival by the environment in which they live and on the previous solutions to these problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

*Maria L. Bade*

**BI 550 Biology of Eucaryotic Viruses**

*Prerequisite:* BI 302 and BI 310 or permission of instructor.

An in-depth examination of the molecular biology, genetics, and pathogenesis of selected animal viruses, including poliovirus, HIV (AIDS) and RNA tumor viruses. Recent research findings and readings from the current literature. *Not offered 1992–93; next offered 1993–94* The Department

**BI 554 Principles of Mammalian Physiology (F: 3)**

*Prerequisite:* BI 310

A study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ systems will be studied, with emphasis on cardiovascular, respiratory and renal function and the endocrine regulation of metabolism.

*Grant W. Balkema*

**BI 556 Developmental Biology (S: 3)**

*Prerequisites:* BI 300 or BI 302 or permission of instructor

Developmental biology is in the midst of a far-reaching revolution that profoundly effects many related disciplines including evolutionary biology, morphology and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues and organisms differentiate and develop. The course describes how both organismal and molecular approaches are leading to a detailed understanding of: 1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs, and 2) what is the basis and role of pattern information in this process.

*William H. Petri  
R. Douglas Powers*

**BI 570 Biology of the Nucleus (F: 3)**

*Prerequisite:* BI 302 (Principles of Genetic Analysis), or two semesters of Biochemistry (BI 435 plus BI 440; or CH 561 plus CH 562); or permission of the instructor.

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eucaryotic organisms. Topics covered include chromatin structure, DNA replication, nucleosome assembly, introns and RNA processing, and gene regulation.

*Anthony T. Annunziato*

**BI 604 Advanced Biochemistry (F: 3)**

Topics will include structure and function of nucleic acids and proteins; carbohydrates, the bioenergetics of metabolism, and the integration and control of metabolic processes; biochemistry of information transfer, including DNA replication, transcription and translation.

*Anthony T. Annunziato*

*Maurice Liss*

*Chester S. Stachow*

**BI 605 Genetics and Molecular Biology (F: 3)**

This course will cover basic genetic mechanisms, a study of gene fine structure and a variety of cellular strategies for the control of gene expression. Special emphasis will be placed on the use of modern technology to approach current questions in molecular biology.

*Charles S. Hoffman*

*William H. Petri*

**BI 608 Cell Biology and Physiology (S: 3)**

This course includes topics in membrane physiology and cell motility, cellular anatomy and organelle function, intercellular connection and communications, targeting mechanisms for proper intracellular compartmentalization. Related topics in immunology will also be addressed.

*Maurice Liss*

*Joseph A. Orlando*

*R. Douglas Powers*

**BI 611 Department Research and Laboratory Orientation (F: 1)**

This course will introduce new graduate students to department research programs and facilities. Required of first-year M.S. and Ph.D. students.

*Charles S. Hoffman*

**BI 654 Developmental Genetics (F: 3)**

*Prerequisites:* BI 300 and 456, or permission of instructor

A review of the major questions in developmental biology with a consideration of the necessity for genetic analysis to answer those questions. Specific examples of current research including pattern formation, hormonal control of development, determination and differentiation, transdetermination, totipotency and differential gene activity.

*William H. Petri*

**BI 681 Graduate Neurobiology (F: 3)**

This is a discussion-based course. Students will be required to attend BI 481 lectures and one additional weekly meeting of 2 hours to discuss critical papers in the field. The discussion time will be by arrangement. All students interested in the neurosciences are encouraged to take this course in their first semester.

*William Brunken*



**BI 746 Immunochemistry: Principles of Ligand Assay**

This course begins with a review of the fundamentals of immunology, the nature of immunity, the structure and function of antibodies as well as cell interactions with antigen. The topics progress to those which include: monoclonal antibodies, antigen purification and characterization, immunization for antibody production, preliminary and advanced assessment of antibody-antigen reactions, and labeling technology. This course presupposes a background which includes basic organic chemistry, general biology and immunology or the permission of the instructor. Offered as needed.

*Allyn H. Rule*

**BI 750 Bacterial Physiology and Metabolism**

*Prerequisite:* BI 600 and BI 310, or consent of the instructor

A study of bacterial organelles, their molecular structure, function and biosynthesis. Metabolic reactions peculiar to bacteria, viz., fermentations and autotrophic functions are studied. Two lectures per week. Offered as needed.

*James J. Gilroy*

**BI 760 Biochemical Control Mechanisms**

*Prerequisite:* BI 600 or equivalent

Regulation and biochemistry of enzyme, RNA and DNA synthesis. Problems dealing with the kinetics and physical properties of allosteric enzymes will be discussed. Three lectures per week. Offered as needed.

*Chester S. Stachow*

**BI 799 Readings and Research (F, S: 3)**

By arrangement *The Department*

**BI 801 Thesis Seminar (F: 3-S: 3)**

A research problem for M.S. candidates of an original nature under the direction of a member of the staff. By arrangement *The Department*

**BI 802 Thesis Direction\* (F: 0-S: 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. By arrangement *The Department*

**BI 807 Neuroendocrine Immunology**

*Prerequisites:* BI 540 or permission of the instructor.

This course investigates the relationships between the hypothalamus, the pituitary, the adrenals, the gonads and the thymic/immune system responses. Hormonal interactions will be noted at the endocrine, paracrine and autocrine levels as well as "feedback" regulatory responses. In particular, macrophage—T-cell interleukins (1-8), interferons, tumor necrosis factor, nerve growth factors, catecholamines, sex steroids, drugs, and glucocorticoids will be studied at their receptor/end organ activation. Offered as needed.

*Allyn H. Rule*

**BI 808 Growth Factors and Oncogenes (F: 2)**

Polypeptide growth factors (epidermal growth factor, platelet-derived growth factor, insulin-like growth factor, etc.) are involved in the control of the proliferation of normal and transformed cells. In transformed cells, growth control is defective and the lack of growth factor requirement seems to be a controlling factor. Growth factor independence may be due to the fact that certain cellular

components normally utilized by growth factors are, in an altered form, encoded by certain viral oncogenes. We will examine this relationship between growth factors and oncogene products to better understand the cellular and molecular mechanisms underlying the growth of normal and transformed cells. By arrangement.

*Joseph A. Orlando*

**BI 814 Seminar in Bacterial Metabolism**

This seminar addresses special topics in Bacterial Metabolism. Offered as needed. *James J. Gilroy*

**BI 824 Seminar in Physiology**

Discussion of recent topics in mammalian physiology with emphasis on the regulation of reproduction. Offered as needed. *R. Douglas Powers*

**BI 828 Seminar on the Functional Role of Metals in Biological Systems**

A study of the role of metals in proteins and nucleic acids, with emphasis on structure-function interrelationships. Offered as needed.

*Donald J. Plocke, S.J.*

**BI 830 Topics in Plant Molecular Biology**

A discussion of selected topics in plant biology with special emphasis on the use of molecular tools to address current research problems. Offered as needed.

*Kathleen Dunn*

**BI 842 Gene Regulation and Chromatin Structure**

This course will provide an in-depth examination of current research papers which deal with the molecular biology of transcription and replication in eucaryotic cells. Particular emphasis will be placed on alterations in chromatin structure that accompany gene activation and DNA synthesis. Such topics as nucleosome structure, DNA supercoiling, transposition, and DNA sequence effects will be discussed. Offered as needed; seminar format.

*Anthony T. Ammuzzio*

**BI 843 Seminar in Advances in Nucleic Acid Research**

The biochemistry and molecular biology of nucleic acids as they function in living cells will be examined in this course. Emphasis will be placed on eucaryotes although some procaryotic systems will be discussed. A major focus will be the involvement of protein-nucleic acid interactions in regulating DNA and RNA functions. Class will involve discussions of current research papers in a seminar format. Offered as needed.

*Anthony T. Ammuzzio*

**BI 848 Cellular Immunology**

A discussion of cells, cell receptors and cell products involved in the immune response, delayed hypersensitivity, immediate hypersensitivity, and clotting. Offered as needed.

*Allyn H. Rule*

**BI 853 Plant Improvement Strategies (F: 2)**

Seminar on selected topics in the recent literature which illustrate the use of a rational experimental approach toward the improvement of plant performance. Included will be review of some specific areas of biochemistry and physiology which provide the basis for construction of the rationale underlying the experiments discussed. Such work is being done in academic, government and industrial research laboratories, and has both theoretical and practical significance in biology agriculture.

*Jonathan Goldthwaite*

**BI 856 Immunochemistry of Antigens**

*Prerequisite:* Immunology or permission of instructor

Seminars pertaining to antigens, their specific determinants and their interactions with antibodies. Quantitative immunochemical methods for measurement of antigen-antibody reactions, the free energy of Ab-Ag interactions, and mechanisms involved in protein-protein and/or receptor-ligand interactions. Offered as needed.

*Allyn H. Rule*

**BI 858 Immunochemistry of Antibodies**

*Prerequisite:* Immunology or permission of instructor

Seminars related to antibody classes, their structure, active sites, function and synthesis; the evolution of antibody synthesis, allotypy, idiotype and the molecular biology of the generation of antibody diversity. Offered as needed.

*Allyn H. Rule*

**BI 860 Seminar in Molecular Biology and Genetics of Bacteriophage**

Study of recent advances in bacteriophage, genetics and replication. Offered as needed.

*Chester S. Stachow*

**BI 864 Seminar in Developmental Biology**

*Prerequisites:* BI 654 and 656 or permission of instructor

Discussion of current advances being made in selected areas in the field of developmental biology. Offered as needed.

*William H. Petri*

**BI 888 Master's Interim Study (F: 0-S: 0)**

For Master's candidates who have completed all course requirements but wish to remain enrolled while preparing for comprehensive examinations.

*The Department*

**BI 998 Doctoral Comprehensive (F: 0-S: 0)**

Required for Doctoral students who have completed all course requirements but are preparing for comprehensive examinations.

*The Department*

**BI 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

*The Department*



# CENTER FOR EAST EUROPE, RUSSIA AND ASIA (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Departments of Economics, Education, Fine Arts, History, Philosophy, Political Science, Sociology, Slavic & Eastern Languages, and Theology, and offer over eighty academic courses connected with the study of the culture, history and political life of East Europe, Russia and Asia.

## **HS 272 (PO 080) Introduction to Russian, Soviet and East European Studies (F: 3)**

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the former USSR, and the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented.

Graduate students interested in this introductory course should consult the Director of the Program.

CEERA also sponsors talks and symposia on topics of interest.

Graduate students may also earn a certificate of proficiency from the Center. Certificate requirements and other information on the operation of the Center are available from:

**Prof. Raymond T. McNally** (History), *Director*, Carney 171

**Prof. Donald Carlisle** (Political Science), *Assistant Director*, McGuinn 220

Information on graduate degree programs with related area concentrations should be obtained directly from the academic departments: A.B., M.A., Ph.D. in History or Philosophy; A.B., M.A. in Russian or in Slavic Studies (Slavic & Eastern Languages).

## C H E M I S T R Y

### **FACULTY**

**Joseph Bornstein**, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

**Andre J. de Bethune**, *Professor Emeritus*; B.S., St. Peter's College; Ph.D., Columbia University

**Robert F. O'Malley**, *Professor Emeritus*; B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

**Michael J. Clarke**, *Professor*; A.B., Catholic University; M.S., Ph.D., Stanford University

**Paul Davidovits**, *Professor*; B.S., M.S., Ph.D., Columbia University

**Evan R. Kantrowitz**, *Professor*; A.B., Boston University; A.M., Ph.D., Harvard University

**T. Ross Kelly**, *Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

**David L. McFadden**, *Professor, Chairperson of the Department*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

**Larry W. McLaughlin**, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

**Yuh-kang Pan**, *Professor*; B.S., National Taiwan University; Ph.D., Michigan State University

**Mary F. Roberts**, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

**Dennis J. Sardella**, *Professor*; B.S., Boston College; Ph.D., Illinois Institute of Technology

**George Vogel**, *Professor*; B.S., D.Sc., Prague Technical University

**E. Joseph Billo, Jr.**, *Associate Professor*; B.S., M.S., Ph.D., McMaster University

**Udayan Mohanty**, *Associate Professor*; B.Sc., Cornell University; Ph.D., Brown University

**Martha M. Teeter**, *Associate Professor*; B.A., Wellesley College; Ph.D., Pennsylvania State University

**James E. Anderson**, *Assistant Professor*; B.S., Michigan State University; M.S., Ph.D., University of Michigan

**Amir H. Hoveyda**, *Assistant Professor*; B.A., Columbia University; Ph.D., Harvard University

**Lawrence B. Kool**, *Assistant Professor*; B.S., University of Michigan; Ph.D., University of Massachusetts at Amherst



### **PROGRAM DESCRIPTION**

The Department of Chemistry offers programs leading to the degrees of Doctor of Philosophy and Master of Science in analytical chemistry, inorganic chemistry, organic chemistry, physical chemistry, and biochemistry. The Master's degree is intended as a terminal degree. The Master of Science in Teaching (M.S.T.) is offered through cooperation with the Department of Education.

All entering graduate students take 4 or 5 qualifying examinations in inorganic, analytical, organic, biochemistry, and physical chemistry. Master's degree candidates must take the examinations at least once for placement purposes. Ph.D. candidates are required either to pass the Qualifying Examinations or to satisfy specified Foundation Course Requirements.

Formal courses may be waived in the first year in areas of demonstrated proficiency, as revealed by the Qualifying Examinations.

**Requirements:** Every student is expected to attain a grade point average of at least 2.50 at the end of his or her second semester in the Graduate School, and maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program.

There is no total credits requirement for the Ph.D. degree. First-year requirements provide the student with breadth of knowledge in the traditional fields: analytical, inorganic, organic, biochemistry, and physical chemistry. Beyond the first year each student will pursue a program of studies consistent with individual educational goals and with the approval of the student's advisor.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty area and related areas. Members of the student's thesis committee comprise the exam committee.

Candidates for the Ph.D. degree must pass an examination in German, French, or Russian. The examination must be successfully passed before the student is formally admitted to candidacy.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations which test the student's development in his or her major field of interest and critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year, research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate, a research project requiring three to four years of sustained effort will begin usually after the first year of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis follows the oral defense.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Chairperson.

### **COURSE OFFERINGS**

An asterisk (\*) after a course title indicates that the course carries a laboratory fee.

#### **CH 520 Principles of Inorganic Chemistry (F: 3)**

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects. *Michael J. Clarke*

#### **CH 532 Introduction to Macromolecular Chemistry (S: 3)**

An introduction to the organic and physical chemistry of large polymeric molecules. The syntheses of these molecules via condensation, chain polymerization, and ring-opening will be covered



as well as the structures and modifications of naturally occurring polymers. Physical properties such as mechanical and elastic behavior, solubility, and solution thermodynamics will be discussed. Finally, one lecture will touch upon the interface with chemical engineering in the scaling-up of chemical processes and also the interface with the world of chemical patent law. *Lloyd D. Taylor*

#### **CH 538 Organic Spectroscopy (F: 3)**

The theory and applications of infrared, nuclear magnetic resonance, mass, and ultraviolet spectroscopy in the determination of the structure of organic compounds are discussed. Special effort is made in the course to help the student develop an ability to arrive at a solution by a logical process starting from only a moderate amount of "memorized" data. To this end, a substantial portion of the course is devoted to interpretation of spectra of unknowns, with active class participation expected. *George Vogel*

#### **CH 545-546 Advanced Principles of Organic Chemistry (F: 3-S: 3)**

Fundamental concepts of molecular structure and reactivity are at the core of organic chemistry. The seemingly limitless variety of transformations encountered in organic chemistry can be represented by a relatively small number of mechanistic types. This course will cover concepts of chemical bonding and structure and survey the major mechanistic categories and the commonly-encountered reactive intermediates from the perspective of the organic chemist interested in a practical understanding of the relationships between structure and reactivity in organic species. *Lawrence B. Kool*

#### **CH 551 Advanced Analytical Chemistry (S: 3)**

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared, and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods (potentiometry, coulometry, voltammetry), and gas and liquid chromatography. *James E. Anderson*

#### **CH 555-556 Advanced Chemistry Laboratory\* (F: 3-S: 3)**

This is a two-semester chemistry laboratory course designed primarily for juniors and seniors. Emphasis will be placed on developing the skills and techniques required to perform modern chemical experiments. Interpretation and presentation of data will also be stressed.

The laboratories will include experiments from thermodynamic, kinetic, spectroscopic, electrochemical, and chromatographic areas. In addition, basic experimental techniques, experimental design, safe laboratory practices, and identification and estimation of sources of error in measurements will be included in each experiment. *Lab fee per semester: \$140.00 James E. Anderson*

#### **CH 561-562 Biochemistry (F: 3-S: 3)**

*Prerequisite:* CH 231-232 or equivalent.

A two-semester introductory-level course in Biochemistry. Topics in the first semester concentrate on protein structure and function; bioenergetics; kinetics and mechanisms of enzyme reactions; intermediary metabolism; control of metabolic pathways; and photosynthesis. Topics in the second semester concentrate on the struc-

ture of nucleic acids; recombinant DNA technology; mechanisms of gene rearrangements; DNA replication; RNA synthesis and splicing; protein synthesis; control of gene expression; membrane transport; and hormone action. Experimental methods will also be discussed as they relate to course topics and to the separate laboratory course (CH 563). *Evan R. Kantrowitz*

#### **CH 563 Experimental Biochemistry\* (S: 3)**

*Prerequisite:* General Chemistry, Organic Chemistry and Biochemistry.

A laboratory course intended to prepare students for research in the Biochemical Sciences. This course will concentrate on the isolation and characterization of proteins, enzymes, nucleic acids and lipids as well as recombinant DNA technology. State-of-the-art instrumentation will be used to this end in a laboratory especially designed for this course. A variety of experimental techniques will be used, including electrophoresis, chromatography, spectroscopy, and centrifugation. As far as possible, data will be collected and analyzed directly by computer. *Lab fee per semester: \$140.00 Martha M. Teeter*

#### **CH 564 Physical Methods in Biochemistry (F: 3)**

*Prerequisites:* CH 561 or BI 435; CH 473 or Physical Chemistry I (CH 475 or CH 575).

The course will cover three major techniques used in biochemical research: spectroscopy (absorption fluorescence, circular dichroism, NMR, and EPR), diffraction (X-ray and neutron), and microscopy (light and electron). Lectures will cover both theory and practical use with examples taken from current biochemical literature for the latter. *Mary F. Roberts*

#### **CH 565 Structure, Function, and Reactivity of Nucleic Acids (S: 3)**

Topics discussed in this course will include nucleoside and nucleic acid (DNA and RNA) structure as has been reported using x-ray diffraction, NMR spectroscopy, and circular dichroism. This includes A, B, C, and Z forms, tRNA, triplexes, and higher-order structural forms. Additional topics include chemical and enzymatic nucleic acid synthesis and sequencing, reactions of nucleic acids with metal ions, intercalators, electrophiles, and carcinogens. Protein-nucleic acid interactions will also be discussed in some detail. Functional aspects will be limited to those which are related to nucleic acid structure and reactivity. This will include topics such as the molecular basis of cancer and DNA repair mechanisms. *Larry W. McLaughlin*

#### **CH 566 Bio-inorganic Chemistry (S: 3)**

This course presents a discussion of the role of metals in biological systems, including behavior of metal ions in aqueous solution, metal-requiring enzymes, interaction of metal ions with nucleic acids, transport systems involving inorganic ions, and inorganic pharmaceuticals. *Michael J. Clarke*

#### **CH 575 Physical Chemistry I (F: 3)**

*Prerequisites:* 3 semesters of Calculus, 2 semesters of Physics, 2 semesters of Organic Chemistry

This course covers the fundamental principles and applications of equilibrium thermodynamics.

Chemistry graduate students may register for this course only if they are advised to do so by the Department. *Paul Davidovits*

#### **CH 576 Physical Chemistry II (S: 3)**

*Prerequisite:* CH 575

An introduction to the principles of reaction kinetics, kinetic molecular theory, and quantum mechanics of atoms and molecules.

Chemistry graduate students may register for this course only if they are advised to do so by the Department. *Yuh-kang Pan*

#### **CH 579 Introduction to Statistical Mechanics (S: 3)**

This course emphasizes modern tools of statistical mechanics: a) Microcanonical, canonical, and grand-canonical ensembles: fluctuations in these ensembles and applications. b) Perturbation theories of classical fluids: simulation (Monte-Carlo and Molecular-dynamics) methods in statistical mechanics. c) Phase transitions: scaling relations, operator product expansions, and Wilson's renormalization group approach to critical phenomena. d) Linear response theory, Onsager's regression hypothesis, fluctuation dissipation theory, Green-Kubo relations, and Brownian motion theory. *Udayan Mohanty*

#### **CH 584 Crystal Structure Analysis (F: 3)**

X-ray single crystal diffraction analysis of both small molecules and macromolecules. Theoretical as well as practical aspects of structure analysis will be stressed. Subjects include crystal growth, crystal lattices and space groups, production and diffraction of X-rays, crystal structure solution, refinement, analysis of structures, and computer graphic display of structures. Exercises and problem sets will supplement the lectures. *Martha M. Teeter*

#### **CH 799-800 Reading and Research\* (F: 2 or 3-S: 2 or 3)**

A course required of Ph.D. matriculates for each semester on research. *The Department*

#### **CH 801 Thesis Seminar\* (F: 3-S: 3)**

A research problem, requiring a thorough literature search and an original investigation under the guidance of a faculty member, for M.S. candidates. *The Department*

#### **CH 802 Thesis Direction\* (F: 0-S: 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. *The Department*

#### **CH 805 Departmental Seminar I (F: 1)**

Research seminars by leading scientists both from within the Department and from other institutions are presented on a regular (usually weekly) basis. *Amir H. Hoveyda*

#### **CH 806 Departmental Seminar II (S: 1)**

A continuation of CH 805. *Lawrence B. Kool*

#### **CH 821 Inorganic Chemistry Seminar I (F: 3)**

A series of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will also participate. *Michael J. Clarke*

#### **CH 822 Inorganic Chemistry Seminar II (S: 3)**

A continuation of CH 821. *Michael J. Clarke*



**CH 861 Biochemistry Seminar I (F: 3)**

A series of discussions of topics of current interest in biochemistry with participation by students and faculty members. Students will submit papers and give oral presentations on selected topics. Discussions of current research in the Department will be included. *Martha M. Teeter*

**CH 862 Biochemistry Seminar II (S: 3)**

A continuation of CH 861. *Martha M. Teeter*

**CH 871 Physical Chemistry Seminar I (F: 3)**

A series of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in physical chemistry. Discussions of research in progress in the Department will be included. *David L. McFadden*

**CH 872 Physical Chemistry Seminar II (S: 3)**

A continuation of CH 871. *David L. McFadden*

**CH 994 Language Requirement: French (F, S: 0)****CH 995 Language Requirement: German (F, S: 0)****CH 996 Language Requirement: Russian (F, S: 0)**

Three times a year (September, December, April) examinations to satisfy the language requirement as spelled out under Program Description are offered. Advising and limited instruction are also available. The dates are announced on the departmental bulletin board. No formal registration is required. *George Vogel*

**CH 997 Master's Comprehensive (F, S: 0)**

Consists of a public, oral defense of the student's thesis research. *The Department*

**CH 998 Doctoral Comprehensive (F, S: 0)**

Consists of a series of cumulative written examinations which test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry) and critical awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period. *The Department*

**CH 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. *The Department*

Following is a list of other courses, offered by the Department on a non-periodic basis:

CH 523 Organometallic Chemistry

CH 535 Physical Organic Chemistry

CH 539 NMR Spectroscopy

CH 541 Determination of Organic Structures, with Lab

CH 567 Protein Structure and Function

CH 568 Advanced Biochemistry and Enzymology

CH 569 Enzyme Mechanisms

CH 572 Quantum Chemistry and Spectroscopy

CH 573 Quantum Chemistry and Molecular Structure

CH 577 Spectroscopy

CH 580 Dynamics of Simple Liquids

CH 581 Electrochemistry

CH 583 Analytical Separations

CH 671 Statistical Mechanics

CH 672 Quantum Mechanics

CH 725 Physical Methods in Inorganic Chemistry

CH 734 Natural Products

CH 735 Advanced Organic Chemistry

CH 738 Heterocycles

CH 770 Advanced Physical Chemistry—Dynamics

CH 831–832 Organic Chemistry Seminar

**COURSE OFFERINGS****CL 010–011 Elementary Latin (F: 3–S: 3)**

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare a student to read simple Latin prose.

*Maria Kakavas*

*Sister Mary Daniel O'Keeffe*

*John Shea*

**CL 020–021 Elementary Ancient Greek (F: 3–S: 3)**

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare a student to read something like Plato's *Apology* after a year's study.

*Kenneth Rothwell*

**CL 052–053 Intermediate Ancient Greek (F: 3–S: 3)**

A review of the essentials of Classical Attic grammar and a close reading of selections from Greek literature, normally Xenophon's *Anabasis*, Plato's *Apology* and/or *Crito* and Euripides' *Medea*. Special provision will be made to meet the needs of students of philosophy (e.g., more Plato) and theology (e.g., *New Testament* instead of classical authors).

*Dia M. L. Philippides*

*John Shea*

**CL 056–057 Intermediate Latin (F: 3–S: 3)**

A thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

*Eugene Bushala*

*Kenneth Rothwell*

*John Shea*

**CL 060–061 Elementary Modern Greek**

An introduction to the study of Demotic Greek. This course will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression. Class instruction is supplemented by required laboratory work. *Offered alternate years.* *Maria Kakavas*

**CL 070–071 Intermediate Modern Greek (F: 3–S: 3)**

*Prerequisite:* Elementary Modern Greek.

This second-year course in the Modern Greek language will enable the student to enjoy the reading of representative contemporary writers such as Kazantzakis, Myrivilis, Seferis, Samarakis, Taktis and Elytis. *Maria Kakavas*

**CL 101 Introduction to the Modern Greek World (S: 3)**

An introduction to the geography, history, literature, religion, art, politics, and culture of contemporary Greece. This course aims at presenting an overall view and sensitive understanding of the current state of the country, taking into account Greece's liminal position between East and West, her recent attachment to the European Community, and the strong residual tradition of ancient Greece and Byzantium. The course is offered entirely in English. It serves as an excellent preparation for anyone seriously interested in visiting Greece and seeing beyond the walls of the Hilton Hotel. It also forms a basis for any further study of Greece, and offers a sneak preview of the new integrated Europe of 1992. *Dia M. L. Philippides*

**CL 175 Modern Greek Novels and Short Stories**

A survey of highlights of Greek prose-writing starting with 19th century works such as *Pope Joan*

# CLASSICAL STUDIES

**FACULTY**

**Dia M.L. Philippides**, *Professor*, B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

**Charles F. Ahern, Jr.**, *Associate Professor, Chairperson of the Department*; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

**Eugene W. Bushala**, *Associate Professor*, B.A., Wayne State University; M.A., Ph.D., Ohio State University

**David H. Gill, S.J.**, *Associate Professor*, B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

**PROGRAM DESCRIPTION**

The Department grants an M.A. degree in Latin or Greek, or Latin and Greek. The degree can be obtained in either of two ways: 1) by thirty cred-

its in course work 2) by twenty-four credits in course work plus a thesis (with special permission).

*Requirements:* Candidates for the degree are required to complete a departmental reading list in Latin authors, or Greek authors, or both, depending on the type of degree sought. Comprehensive examinations will be written and oral, consisting of translations from the authors on the reading list, questions on the content of the candidate's course work, on the general history of Latin and/or Greek literature, and on the thesis if offered in partial fulfillment of the requirements.

A student's modern language reading ability in French or German will be tested by the Department.

The Department also offers courses in Modern Greek language and literature. These courses do not qualify as credits for an M.A. degree.



(E. Roidis) and "My Mother's Sin" (G. Vizyenos), continuing through the turn of the century with *The Murderess* (A. Papadiamantis), *Life in the Tomb* (S. Myrivilis), *Zorba the Greek* (N. Kazantzakis), and concentrating mostly on contemporary works including *The Plaut*, *The Well*, *The Angel* (V. Vassilikos, author of *Z*), *The Third Wedding* (K. Taktis), "Fifty-fifty to Love" (from *The Double Book* of D. Hatzis), "The Dogs of Seikh-Sou" (G. Ioannou), *The Flaw* and short stories (A. Samarakis). The course is offered entirely in English. *Offered alternate years.*

Dia M. L. Philippides

#### CL 176 Modern Greek Drama

A survey of highlights of modern Greek drama beginning with the remarkable plays of the Cretan Renaissance (e.g., the tragedy *Erofilis*), and centering mainly on the 20th century, with plays such as *Tragedy-Comedy* (N. Kazantzakis), *The Courtyard of Miracles* (I. Kambanellis), *The City* (L. Anagnostaki), *The Ear of Alexander* (K. Mourselas), *The Wedding Band* (D. Kehaides), *The Match* (G. Maniotes). The discontinuity from the ancient Greek theater may be discussed and a reading performance may be planned. The course is offered entirely in English. *Offered alternate years.*

Dia M. L. Philippides

#### CL 186 Greek Civilization (F: 3)

After a brief survey of early Greek history, the course will focus on the distinctive achievements of Athens at her creative peak in the fifth century BCE: the development and working of the Athenian Democracy; the drama (Aeschylus, Sophocles, Euripides, Aristophanes); the Periclean building program (Parthenon, etc.); the beginnings of philosophy (the Sophists and Socrates); the rise and fall of the Athenian Empire (Herodotus and Thucydides). Reading will be mostly from the original sources (in translation).

Kenneth Rothwell

#### CL 202 Classical Greek Drama in Translation (S: 3)

Selected plays from 5th century Attic drama, including Aeschylus' *Oresteia* trilogy, Sophocles' *Antigone* and *Oedipus Rex*, Euripides' *Medea*, *Hippolytus* and *Bacchae*, Aristophanes' *Frogs* and *Lysistrata*, will be read in English. Secondary readings, visual materials (videotapes of performances, and slides) and discussion will focus on the development of classical drama, the ancient theater, stagecraft, and contemporary society, including the roles of men and women and issues of justice, heroism and ethics.

Of interest to students in the theater, English and other literatures influenced by the form and content of classical drama.

For students of the Classics provision may be made for reading certain portions in Greek.

Dia M.L. Philippides

#### CL 217 The Ancient Epic in Translation (S: 3)

The study of the *Iliad* and the *Odyssey* of Homer and the *Aeneid* of Vergil as masterpieces of western literature. Emphasis on thematic and narrative structure and the epic hero. Lectures and discussion.

Eugene W. Bushala

#### CL 232 Ancient Comedy (F: 3)

Study of the origins and development of stage comedy in Greece and Rome, with attention to

its influence on later comedy. The readings will include selections from the work of Aristophanes (e.g., *Clouds*, *Lysistrata*), Menander (*The Grouch*), Plautus (e.g., *The Braggart Soldier*, *Pseudolus*), and Terence (*The Eunuch*), with supplementary readings in Shakespeare, Molière, and Congreve. We shall talk about humor, but also what can be said of a comedy aside from its being funny: what are its typical themes and settings? How do the comedies of succeeding periods differ from one another? How, socially and psychologically, does a comedy differ from a tragedy? If time permits, we shall also experiment with staging scenes in class, and discuss the resemblances between traditional stage comedy and contemporary comedy as seen in movies and television.

Charles Abern

#### CL 262 Roman Civilization (S: 3)

After a survey of the broad outlines of Roman history, the course will focus on selected topics that illustrate the character of life in the early Roman empire—the years of the Roman Peace. Among these topics are family life, social stratification, mythology and religion (including the growth of Christianity in a pagan culture), political institutions and social attitudes, art (including pornography), law, literature, economic life (including slavery), and popular entertainment (the infamous shows). The aim of the course will be to look not so much at the monumental achievement of Roman imperial government as at the varied texture of life under that government.

Charles Abern

#### CL 274 Advanced Topics on Modern Greek IV (S: 3)

A seminar introducing its participants to advanced methods of reading and research in Modern Greek Studies, usually leading to the production of a term paper.

The course may be repeated for credit as its content varies each time it is given. This year the course will center on Modern Greek plays.

Dia M.L. Philippides

#### CL 280 Currents in Modern Greek Literature (F: 3)

A survey of highlights from Modern Greek literature examining in each case, as appropriate, some of the following factors: the "Greekness" of the work, its debt to the Ancient (pagan) and Byzantine (Christian) tradition, the crosscurrents arriving from East and West, the influence of contemporary political, artistic, and societal conditions. Works to be studied might include: Martinengou's *My Story*, Vizyenos' "My Mother's Sin," Myrivilis' *Life in the Tomb*, Kazantzakis' *Zorba the Greek*, poems of the Nobel prize-winning authors Seferis and Elytis, Kotzias' *The Jaguar* or Zei's *Achilles' Fiancée*.

Presenting striking examples of a modern European literature, the course lends a standpoint for comparative study. It will pay attention to the depiction and voices of Greek men and women and incorporate discussion of what works have been translated into English.

The course is offered entirely in English, though it also forms an elective towards the Minor in Modern Greek Studies. No knowledge of the Modern Greek language is necessary, but provision may be made for those wishing to read certain texts in Greek.

Dia M.L. Philippides

#### CL 320 (TH 423) Seminar in Latin Patrology (S: 3)

See course description under TH 423.

Margaret Schatkin

#### CL 323 (TH 425) Seminar in Greek Patrology (F: 3)

See course description under TH 425.

Margaret Schatkin

#### CL 333 Apuleius (F: 3)

Reading and discussion of Apuleius' serio-comic novel *Metamorphoses* (or *The Golden Ass*). Among the readings will be several "Ephesika" (short stories on preternatural themes), the philosophizing allegory of the marriage of Cupid and Psyche, stories about the experience of Lucius (the hero) when changed into an ass, and the story of Lucius' conversion to Isiac religion. We shall consider both the literary character of the novel and its character as a document of Roman social and religious values.

Charles Abern

#### CL 348 Catullus (F: 3)

Reading and discussion of selected poems.

Eugene W. Bushala

#### CL 376 Advanced Reading Course: Ancient Greek Drama (F: 3)

Reading in Greek of selected plays by different playwrights. Discussion of the nature and background of Greek drama and study of individual distinctions in approach and style.

Dia M.L. Philippides

#### CL 382 Herodotus (S: 3)

Reading of selections from the *Histories* and study of major historical and cultural themes.

Kenneth Rothwell

#### CL 450 Roman Elegy (S: 3)

*Prerequisites:* At least two years of college Latin or the approval of the department.

This course will cover a considerable portion of the elegiac poems of Tibullus, Propertius, and Ovid, investigating the genre of Roman elegiac poetry and the individual contributions of each poet. The method will be translation, lecture and discussion.

Eugene Bushala

#### CL 790-91 Readings and Research (F: 3-S: 3)

Charles Abern

Eugene Bushala

Dia M.L. Philippides



## E C O N O M I C S

## FACULTY

**Robert J. McEwen, S.J.**, *Professor Emeritus*; A.B., Boston College; M.A., Fordham University; Ph.D., S.T.L., Weston College; Ph.D., Boston College

**James E. Anderson**, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

**Richard J. Arnott**, *Professor*; B.S., Massachusetts Institute of Technology; M.A., M.Philosophy, Ph.D., Yale

**David A. Belsley**, *Professor*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

**Frank M. Gollop**, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

**Peter Gottschalk**, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

**Marvin C. Kraus**, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

**William B. Neenan, S.J.**, *Professor*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan; Academic Vice President and Dean of Faculties

**Joe Peek**, *Professor*; B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

**Joseph F. Quinn**, *Professor, Chairperson of the Department*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

**Donald K. Richter**, *Professor*; B.A., M.A., Yale University; Ph.D., Massachusetts Institute of Technology

**Donald J. White**, *Professor, Dean, Graduate School of Arts and Sciences*; B.S., Boston College; A.M., Ph.D., Harvard University

**Christopher F. Baum**, *Associate Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

**Donald Cox**, *Associate Professor*; B.S., Boston College; M.S., Ph.D., Brown University

**André Lucien Danière**, *Associate Professor*; Baccalaureate, Lyons; M.S., University of Massachusetts; Ph.D., Harvard University

**Francis M. McLaughlin**, *Associate Professor, Assistant Chairperson of the Department*; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

**Robert G. Murphy**, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

**Harold A. Petersen**, *Associate Professor*; A.B., DePauw University; Ph.D., Brown University

**Richard W. Tresch**, *Associate Professor*; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

**Leonardo Felli**, *Assistant Professor*; Laurea, Università De Gli Studi Di Trieste; Ph.D., Massachusetts Institute of Technology

**Jane Marrinan**, *Assistant Professor*; B.A., DePaul University; Ph.D., University of Minnesota

**E. Scott Mayfield**, *Assistant Professor*; B.A., Williams College; Ph.D., University of Pennsylvania

**Stephen Polasky**, *Assistant Professor*; B.A., Williams College; M.A., London School of Economics; Ph.D., University of Michigan

**Toni M. Whited**, *Assistant Professor*; B.A., University of Oregon; M.A., Ph.D., Princeton University



## PROGRAM DESCRIPTION

The graduate program in Economics is oriented primarily toward full-time students who are seeking the Ph.D. A limited number of students are also accepted to the M.A. program, which may be undertaken on either a part-time or full-time basis, and in rare cases applicants are accepted as part-time students in the Ph.D. program.

## The Ph.D. Program

The doctoral program is designed to train economists for careers in teaching or research by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements for the Ph.D. include a minimum of eighteen courses, comprehensive examinations, a one-year residence requirement, and a thesis.

In the first year of the doctoral program students are normally required to take two semesters of Micro Theory (EC 700, 701), two semesters of Macro Theory (EC 703, 704), two semesters of Mathematics for Economists (EC 711, 712), one semester of Statistics (EC 727), and one semester of Econometrics (EC 728). The first semester of each theory sequence provides an intuitive bridge to theoretical concepts, as well as an introduction to the mathematical formulation of economic concepts. This prepares the student for the standard mathematical graduate approach, which characterizes the second term. Students who enter with equivalent prior background may be exempted from Mathematics for Economists, Statistics, or the first semester of Micro or Macro, however, at the discretion of the Director of Graduate Studies. Those students who are exempted from some first-year courses are expected to elect additional courses from those listed up to a total of four courses each semester.

In the second year, students complete a third semester each of Micro (EC 702) and Macro Theory (EC 705), take a course in Applied Econometrics (EC 729), and take courses from a wide range of electives. These include advanced micro theory, econometric theory, applied econometrics, monetary economics, public finance, industrial organization, international trade and finance, urban economics, labor economics, and finance. Students may also take independent study and, subject to departmental approval, may take courses in other departments of Boston College, or at Boston University, Tufts, or Brandeis.

Comprehensive examinations are given in January and May of each year. All students must pass written comprehensives in micro theory and macro theory by May of their third year. Field comprehensives must be passed in two fields from those listed above.

Total course requirements for the Ph.D. include eighteen courses, less any which may be waived by examination. Students in the doctoral program must maintain a B+ average in their course work to remain in good standing.

## The M.A. Program

The M.A. program in Economics is designed to train people for careers as research economists in business or government. It is aimed at students who qualify, by virtue of both interest and aptitude, for a sophisticated program in quantitative economic analysis but who do not wish to make the time commitment required of a Ph.D.

Requirements for the M.A. degree include the satisfactory completion of ten courses and a written comprehensive examination in macro theory, micro theory, and econometrics. The ten courses will normally include two semesters each of Micro Theory (EC 700–701) and Macro Theory (EC 703–704); one semester each of Mathematics for Economists (EC 711); Statistics (EC 727); Econometrics (EC 728); and three electives.

The M.A. program is offered as a self-contained program, but the M.A. degree will also be awarded, upon request, to Ph.D. students who meet the M.A. requirements in the course of their doctoral work, and pass the comprehensive examination.

## Admissions Information

Students who are quite sure they wish to pursue a Ph.D. should apply for admission directly to the Ph.D. program and not to the M.A. program. Requirements for admission are at the same level for both programs, and students who are admitted to one may normally transfer, given satisfactory performance, to the other. Financial aid is available only to full-time students in the Ph.D. program.

Requests for further information or for application forms for admission and financial aid should be addressed to the Committee on Admissions, Economics Department, Boston College, Chestnut Hill, Mass., 02167. Applicants are required to submit college transcripts, three letters of recommendation, a statement of purpose, and scores from the Graduate Record Examination's quantitative, verbal, and analytical tests. Applicants interested in financial assistance should ensure that their applications are completed by March 15. Applications completed beyond that date will be considered but will be subject to reduced chances of financial aid awards.

## COURSE OFFERINGS

## EC 700 Microeconomic Theory I (F: 3)

This course discusses basic geometric and mathematical models of consumer behavior, firm behavior and market structure. An emphasis is placed on the application of these concepts to policy issues.

David Belsley



**EC 701 Microeconomic Theory II (S: 3)**

*Prerequisite:* EC 700 or its equivalent.

Topics in consumer and producer theory; decentralization of economic decision making; general equilibrium theory and welfare economics.

*Marvin Kraus  
Donald K. Richter*

**EC 702 Microeconomic Theory III (F: 3)**

*Prerequisite:* EC 700 and 701 or their equivalent.

The first half of the course is an introduction to non-cooperative game theory with applications to oligopoly theory, bargaining, and signalling games. The second part of the course covers topics in information and mechanism design. Topics covered will include adverse selection, moral hazard, Arrow's impossibility theorem and social choice.

*Leonardo Felli  
Stephen Polasky*

**EC 703 Macroeconomic Theory I (F: 3)**

A thorough treatment of the basic Keynesian and classical models. This course considers the determination of output, interest rates and prices by using basic graphical and mathematical approaches.

*Joe Peek*

**EC 704 Macroeconomic Theory II (S: 3)**

*Prerequisite:* EC 703 or its equivalent.

This course presents an in-depth analysis of the components of aggregate demand and financial markets. Particular emphasis is placed on the empirical application of relevant theories.

*Robert G. Murphy  
Toni Whited*

**EC 705 Macroeconomic Theory III (F: 3)**

*Prerequisite:* EC 703 and 704 or their equivalent.

This course develops two important macroeconomic frameworks: the infinitely-lived representative agent framework and the overlapping generations framework. These frameworks share the common features of general equilibrium interaction among markets and intertemporal optimization. The frameworks are used to study the cyclical fluctuations of the macroeconomy and the role for government policy. Emphasis is placed on theoretical aspects, although relevant empirical work will often be introduced. *E. Scott Mayfield*

**EC 711 Mathematics for Economists (F: 3)**

This course will cover the following topics: 1) Differential calculus—limits, partial derivatives, jacobians, differentials, maxima and minima of functions of several variables, Lagrange multipliers, implicit function theorem, envelope theorem; 2) Elementary economic applications—comparative static analysis, dual approach to economic theory.

*Leonardo Felli*

**EC 712 Mathematics for Economists II (S: 3)**

*Prerequisite:* EC 711 and 727 or their equivalent.

Maximization subject to inequality constraints; difference equations, introduction to stochastic processes; differential equations; introduction to dynamic optimization. *E. Scott Mayfield  
Donald K. Richter*

**EC 727 Statistics (F: 3)**

This course presents the statistical background required as an introduction to the study of econometrics: probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing.

*Peter Gottschalk*

**EC 728 Econometric Theory and Methods (S: 3)**

*Prerequisite:* EC 711 and 727 or their equivalent.

This course develops the basic tools of estimation for linear economic models. The major concerns include simple and multiple linear regression, hypothesis testing for simple and joint hypotheses, linear restrictions, dummy variables, analysis of covariance, generalized least squares, and instrumental variables. The elements of matrix algebra are reviewed, and an introduction to simultaneous equations methods is given.

*Christopher F. Baum*

**EC 729 Applied Econometrics I (S: 3)**

*Prerequisites:* EC 727-728 or their equivalent.

This course presents a set of selected topics in applied econometrics. These include pooled cross section time series models, limited dependent variable estimation techniques, varying parameter regression models, mixed estimation, and nonlinear statistical models. The emphasis is placed upon practice, with exercises drawn from several large research data sets, utilizing a variety of econometric computer software. The course is of special interest to the student embarking on his dissertation research.

*Christopher F. Baum*

**EC 808 Advanced Micro Theory I**

This course will cover topics of the instructor's interest in advanced microeconomic theory. A recent offering focused on the areas of game theory (normal and extensive form), (imperfect) information theory, and bargaining theory, with a strong interest in applications to current problems in economics. The exact course content will vary from term to term and will depend upon the interests of the students and the professor.

*Not offered 1992-93*

*The Department*

**EC 809 Advanced Micro Theory II**

This course will cover topics of the instructor's interest in advanced microeconomic theory. A recent offering focused on applied general equilibrium modeling, in which traditionally abstract microeconomic models are transformed into practical tools for the evaluation of economic policy and performance, in contexts where partial equilibrium analysis is inappropriate. The exact course content will vary from term to term and will depend upon the interests of the students and the professor.

*Not offered 1992-93*

*The Department*

**EC 827 Econometric Theory I (F: 3)**

This course provides an introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables and other single equation problems will be discussed in this context.

*David Belsley*

**EC 828 Econometric Theory II (S: 3)**

*Prerequisite:* EC 827

This course is a continuation of material of EC 827. A development of estimation in the general stochastic model and in systems of simultaneous linear equations.

*David Belsley*

**EC 829 Applied Econometrics II (S: 3)**

*Prerequisite:* EC 728 (or equivalent) and EC 704.

This course covers major advances in time series analysis. Representation theory in the time and frequency domains, rational expectations, and learning will be presented.

*The Department*

**EC 830 Applied Econometrics III (F: 3)**

*Prerequisite:* EC 728 (or equivalent) and EC 729.

This course covers major advances in microeconometrics. The course will present developments in estimating models with limited dependent variables, random and fixed effects models and duration models.

*Peter Gottschalk*

**EC 831 Topics in Econometrics**

Selected topics in advanced econometric theory and methods. *Not offered 1992-93*

*The Department*

**EC 853 Industrial Organization I (F: 3)**

Introduction to modern Industrial Organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition and applications to trade theory.

*Stephen Polasky*

**EC 854 Industrial Organization II (S: 3)**

Economic analysis of antitrust and regulatory policies. Review of modern antitrust policy including a study of major cases and the economics literature commenting on antitrust policy; analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, and the empirical evidence regarding regulation-induced inefficiencies; investigation of the special problems of regulatory reform and deregulation in particular industries.

*Frank M. Gollop*

**EC 861 Monetary Economics I (F: 3)**

This course will examine the standard issues in advanced macroeconomics and monetary theory, placing particular emphasis on the role of inside money (credit) and the crucial role of information in the functioning of modern economies. Topics to be covered include the role of national debt and intergenerational allocation, inflation finance and optimal seigniorage, sunspot theory, and the effect of information partitions on economic efficiency.

*E. Scott Mayfield*

**EC 862 Monetary Economics II (S: 3)**

This course considers various topics in monetary theory and policy with a particular emphasis on empirical applications. Included among the topics covered are money demand, the term structure of interest rates, asset pricing models, macroeconomic aspects of public finance, and models of unemployment and inflation.

*Robert Murphy  
Joe Peek*



**EC 865 Public Sector Economics I (S: 3)**

This course covers most of the traditional topics in this subject: welfare economics, market failure and rationales for government intervention, the theory of tax policy and tax structure, the positive effects of taxation on labor supply, on intertemporal decisions, and on risk-taking, tax incidence, taxation and growth, and normative, second-best tax and public expenditure theory, including cost-benefit analysis and public enterprise pricing.

*Richard Tresch*

**EC 866 Public Sector Economics II**

This course emphasizes problems of collective decision-making under complete and incomplete information. Topics include Arrow's Impossibility Theorem, the "new" political economy, an introduction to mechanism design with special emphasis on demand-revealing mechanisms for public goods, voluntary provision of public goods, and the regulation of externalities.

*Not offered 1992-93*

*Richard Arnott*

**EC 871 Theory of International Trade (S: 3)**

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty.

*James E. Anderson*

**EC 872 International Finance (F: 3)**

Analysis of macroeconomic adjustment in open economies, with attention to foreign exchange markets, balance of payments, and the international monetary system.

*Robert G. Murphy*

**EC 885 Analysis of Labor Markets**

A comprehensive microeconomic approach to wage theory and the theory of labor markets focusing on labor supply, household production, marginal productivity, human capital, search discrimination, and dual labor market theories.

Heavy emphasis on specification and estimation of empirical models. *Not offered 1992-93*

*Peter Gottschalk*

**EC 886 Current Topics in Labor Economics (F: 3)**

This course covers topics of current interest in labor economics. Examples include analysis of life-cycle consumer behavior estimation techniques applied to survey microdata, minimum wage legislation, agency problems, informational economics and intergenerational transfers. Both theoretical and empirical issues are investigated.

*Donald Cox*

**EC 893 Urban Economics I (S: 3)**

This course covers basic urban economic theory—spatial economics, housing, transportation, and local public finance.

*Richard Arnott*

*Marvin Kraus*

**EC 894 Urban Economics II**

This course covers a selection of more advanced topics in urban economic theory—agglomeration, systems of cities, non-monocentric cities, non-competitive models of housing, transportation and the theory of the second-best, and the economics of downtown parking.

*Not offered 1992-93*

*Richard Arnott*

**EC 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy whether or not they remain in residence. This registration entitles them to use university facilities (library, computing facilities, etc.) and the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

# E D U C A T I O N

**FACULTY**

**John R. Eichorn**, *Professor Emeritus*; B.S., Salem State Teachers College; M.Ed., E.Ed., Boston University

**Francis J. Kelly**, *Professor Emeritus*; A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

**Mary T. Kinnane**, *Professor Emeritus*; A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

**Lester E. Przewlocki**, *Professor Emeritus*; A.B., M.N.A., DePaul University; Ph.D., University of Chicago

**Irving Hurwitz**, *Associate Professor Emeritus*; A.B.; Ph.D., Clark University

**Raymond J. Martin**, *Associate Professor Emeritus*; A.B., Iowa State Teachers College; M.A., Ph.D., State University of Iowa

**Fred John Pula**, *Associate Professor Emeritus*; A.B., M.B.A., M.Ed., University of Massachusetts; Ed.D., Boston University

**Peter W. Airasian**, *Professor*; A.B., Harvard University; A.M., Ph.D., University of Chicago

**Albert Beaton**, *Professor*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

**Mary M. Brabeck**, *Professor*; B.A., University of Minnesota; M.S., St. Cloud State University; Ph.D., University of Minnesota

**M. Beth Casey**, *Professor*; A.B., University of Michigan; A.M., Ph.D., Brown University

**John S. Dacey**, *Professor*; A.B., Harpur College; M.Ed., Ph.D., Cornell University

**William K. Kilpatrick**, *Professor*; B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

**George T. Ladd**, *Professor*; B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

**George F. Madaus**, *Boisi Professor*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

**Vincent C. Nuccio**, *Professor*; A.B., Boston College; M.E., D.Ed., Cornell University

**Ronald L. Nuttall**, *Professor*; A.B., A.M., Ph.D., Harvard University

**Diana C. Pullin**, *Professor and Dean*; B.A., Grinnell College; M.A., J.D., Ph.D., The University of Iowa

**John Savage**, *Professor*; A.B., Iona College; Ed.D., Boston University

**John F. Travers, Jr.**, *Professor*; B.S., M.Ed., Ph.D., Boston College

**Lillian Buckley**, *Associate Professor*; B.S., Framingham State College; Ed.M., Ed. D., Boston University

**Mary D. Griffin**, *Associate Professor*; B.A., Mundelein; M.A., Ph.D., University of Chicago

**Walter M. Haney**, *Associate Professor*; B.S., Michigan State University; Ed.M., Ed.D., Harvard University

**Richard M. Jackson**, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

**John A. Jensen**, *Associate Professor*; A.B., Cornell University; A.M., Ed.D., University of Rochester

**Joan C. Jones**, *Associate Professor*; B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University

**John B. Junkala**, *Associate Professor*; B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University

**Larry Ludlow**, *Associate Professor*; B.A., M.A., California State University; Ph.D., University of Chicago

**Lea McGee**, *Associate Professor*; B.S., Miami University; M.A., Old Dominion University; Ed.D., Virginia Tech

**Jean Mooney**, *Associate Professor*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

**Bernard A. O'Brien**, *Associate Professor*; A.B., Boston College; A.M., Ph.D., Catholic University of America

**Alec F. Peck**, *Associate Professor*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

**Joseph J. Pedulla**, *Associate Professor*; B.S., Tufts University; M.S., Northeastern University; Ph.D., Boston College

**Michael Schiro**, *Associate Professor*; B.S., Tufts University; M.A.T., D.Ed., Harvard University

**Charles F. Smith, Jr.**, *Associate Professor*; B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

**Edward B. Smith**, *Associate Professor*; A.B., M.A., Loyola University; Ph.D., University of Chicago

**Mary Walsh**, *Associate Professor*; B.A., Catholic University; M.A., Ph.D., Clark University



**Kenneth W. Wegner**, *Associate Professor*; B.S., M.Ed., Ed.D., University of Kansas

**Philip DiMattia**, *Adjunct Associate Professor*; B.S., M.Ed., Ph.D., Boston College

**Karen Arnold**, *Assistant Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois

**Thomas Bidell**, *Assistant Professor*; B.A., M.A., University of New Mexico; Ed.D., Harvard University

**Martha Bronson**, *Assistant Professor*; B.A., Boston University; Ed.M., Ed.D., Harvard University

**Sandra L. Crump**, *Assistant Professor*; B.A., Northeastern University; M.Ed., Ph.D., Boston College

**Kilburn E. Culley**, *Assistant Professor*; A.B., Tufts University; Ed.M., Boston University; Ph.D., Boston College

**Ralph Edwards**, *Assistant Professor*; B.A., City College of New York; M.A., Bank Street College; Ed.D., Harvard University

**Terrie Epstein**, *Assistant Professor*; B.A., M.A., Brandeis University; Ed.M., Ed.D., Harvard University

**Penny Hauser-Cram**, *Assistant Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University

**Maureen E. Kenny**, *Assistant Professor*; B.A., Brown University; Ph.D., University of Pennsylvania

**James R. Mahalik**, *Assistant Professor*; B.A., M.A., Ph.D., University of Maryland

**Donna Moilanen**, *Assistant Professor*; B.S., University of Massachusetts; M.A., Assumption; Ph.D., SUNY at Albany

**Joseph M. O'Keefe, S.J.**, *Assistant Professor*; B.A., College of the Holy Cross; M.A., Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University

**Theresa Powell**, *Assistant Professor*; Diploma, Posse School of Physical Education; B.S., Ed.D., Boston University

**Ted I.K. Youn**, *Assistant Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University



## PROGRAM DESCRIPTION

### Department Policies and Procedures

#### Admission

##### Application Procedure for Degree Programs

Please refer to the University section and to the Graduate School of Arts and Sciences section of this Catalog for complete information regarding admissions and financial aid.

Information and materials about graduate programs may be obtained from the Graduate Admissions Office in Education. All application materials, however, must be submitted to the Graduate School of Arts and Sciences, Admissions Office, McGuinn Hall, Room 221, Boston Col-

lege, Chestnut Hill, MA 02167. Applications are forwarded by the Graduate School to the Department of Education for review. The Department notifies accepted students of advisors, procedures, and necessary information regarding the program of study. Official notification of acceptance is sent by the Director of Admissions and Financial Aid in the Graduate School of Arts and Sciences. Upon acceptance, students are required to make a non-refundable deposit of \$100 which is credited toward their first semester of tuition.

A completed application consists of:

- **Application Forms 1 and 2**
  - **Resume**
  - **Statement of Future Goals:** The statement should be submitted in the form of an essay which communicates both academic and professional goals. The length of the essay is determined by the applicant but is usually two to three pages.
  - **Letters of Recommendation:** Two letters are required for Master's programs. Three letters are required for doctoral programs. At least two of the letters of recommendation should be academic. Professional recommendations are often appropriate, especially for applicants to doctoral programs, and may be submitted in addition to, but not in lieu of, the academic references. The doctoral program in Counseling Psychology requires that at least one letter of recommendation be written by a clinical supervisor.
  - **Official College Transcripts:** Please note that transcripts issued to the student, even though stamped by the registrar, are not considered official. Transcripts must be submitted in sealed envelopes with the registrar's stamp affixed to the seal of the envelope.
  - **Test Scores:** (MAT scores are reported to our office 2 to 3 weeks after the exam is taken; GRE's are reported in 4 to 6 weeks.)
- Master's:** The Master of Arts in Counseling Psychology and the Master of Science in Teaching Mathematics require GRE scores. All other Master's programs accept *either* the GRE or Miller Analogy Test.
- Doctoral:** The Ph.D. program in Counseling Psychology requires the GRE score (quantitative, verbal and analytic) only. The subject test is not required. All other doctoral programs require *both* the GRE and MAT scores.

#### Deferral of Admission

Admission may be deferred for up to one year. In order to qualify for deferral, the student must notify the following two offices in writing:

Graduate Admissions Office  
Department of Education  
Campion Hall, Room 102  
Boston College  
Chestnut Hill, MA 02167

Graduate School of Arts and Sciences  
McGuinn Hall, Room 221  
Boston College  
Chestnut Hill, MA 02167

Prior to the semester in which the student matriculates, a letter must be sent to the Graduate Admissions Office in Education indicating the intent to matriculate. A copy of the letter and a non-refundable deposit of \$100 to be credited toward the first semester of study must be sent to

the Graduate School of Arts and Sciences. If the student intends to matriculate in the fall semester, the letter and deposit are due by April 1. If matriculation will take place in the spring semester, the letter and deposit are due by November 1.

Because of the great volume of applications received each year by the Department of Education, there can be no assurances of deferred admission unless the above procedure is followed.

#### Time Guidelines for Filing Applications

In the Department of Education, some programs admit students on a rolling admissions basis. Many programs, however, have fixed deadlines. Please consult the following guidelines to determine the dates associated with the program to which you will apply.

#### Programs in Counseling, Developmental Psychology and Research Methods

Applicants to the doctoral program in Counseling Psychology must complete applications by January 1 for fall admission.

Applicants to the Master's program in Counseling Psychology must complete applications by February 1 for fall admission.

Applicants to the doctoral programs in Developmental and Educational Psychology and Educational Research, Measurement and Evaluation must complete applications by November 15 for spring admission and March 15 for fall admission.

#### Doctoral Programs in Curriculum, Administration, and Special Education

Applicants to doctoral programs in the Department of Curriculum, Administration, and Special Education must complete applications by November 15 for spring admission and by March 15 for fall admission. The committee reviews doctoral applications to programs in this department in December and March, respectively. These programs include Higher Education Administration, School Administration and Curriculum and Instruction.

#### All Other Programs

Applicants to all other programs in Education are considered on a rolling admissions basis and are asked to complete applications by November 15 if they wish to be considered for spring admission and by April 15 if they wish to be considered for fall admission. This will assure a timely review and notification. *Applications will be accepted and reviewed after these dates, but cannot be assured a decision prior to the start of the semester of desired entry.*

#### Special Students (non-degree status)

Students who hold a baccalaureate degree and wish to take graduate-level courses in Education outside of a degree program may do so as a special student in the Department of Education. This is a non-degree status involving no determination about subsequent admittance to our degree programs, but it is often used as a means of exploring an interest in a given area.

#### Application Procedure for Special Students

A formal Special Student application, including official academic transcripts, must be completed prior to registration for classes. After you have submitted your application to the Graduate School of Arts and Sciences, McGuinn Hall, Room 221, please request that an official copy of



your undergraduate/graduate transcript be mailed directly from your college or university to the Graduate School of Arts and Sciences. The transcript must be received by the Graduate School by the first day of classes. Registration will not be permitted if the application is not complete. Please consult the Academic Calendar in the back of this Catalog to determine when classes begin.

Although there is no limit on the number of courses a special student may take outside of a degree program, no more than four (4) of these courses, if appropriate, may be applied toward into a degree program in the Department of Education. Courses taken as a special student are transferable only after official acceptance into a degree program, and with the consent of an advisor.

If you are interested in applying to a degree program (after taking courses as a special student), please contact the Department of Education Graduate Admissions Office for necessary information and application materials.

#### **Registration Information and Course Restrictions for Special Students**

Please note that certain restrictions apply to courses available to special students. Coursework associated with teacher certification (methods courses and practicum coursework) are reserved for degree students in teacher preparation programs. If a student wishes to become certified, he or she must gain admittance to a Master's program in the desired area of certification. Other courses are restricted each semester due to the need to contain class size. Please come to the Graduate Admissions Office in the Department of Education prior to registration each semester to obtain a listing of restricted courses. Please be advised that special student course registration forms must be signed by the Graduate Admissions Officer in Education. Unsigned forms will not be processed by the Registrar.

#### **Financial Aid**

For a full description of available financial aid, please refer to the University section and to information in the Graduate School of Arts and Sciences section of this Catalog. Funds available to the Department of Education through the Graduate School include fellowships, assistantships, and tuition scholarships, including a Teacher Education Award for Minorities (TEAM). The TEAM award is a tuition remission scholarship available for a select group of highly qualified people of color who are pursuing a career in teaching through part- or full-time study. For further information, please contact the Admissions Office in the Department of Education or the Graduate School of Arts and Sciences.

Applications mailed from the Graduate Admissions Office in Education include a special application for departmental assistantships. This application is returned with the admissions application and is kept with the file as it passes through the review process. If a favorable recommendation for admission is granted, the assistantship application is removed from the file and placed in a central holding file which is examined regularly by faculty and administrators who are seeking graduate assistants. You will be contacted for an interview if your application has been selected for consideration.

#### **Course Meeting Times**

With few exceptions, graduate courses in the Department of Education meet in the evening, in two time periods: 4:30 to 6:15 and 6:30 to 8:15.

#### **DEGREE PROGRAMS**

The Department of Education offers the M.Ed., M.A., M.A.T.-M.S.T., C.A.E.S., D.Ed., and Ph.D. degrees. Graduate programs serve a dual purpose: 1) research—preparing students in a research-based knowledge of education with specialized competence in the evaluation of educational innovations and in basic quantitative research methodology; 2) practice—preparing students to apply knowledge in history and philosophy, administration, counseling, developmental and educational psychology, curriculum and special education to practice in both academic and nonacademic settings.

With the exception of Counseling Psychology, all Master's programs may be pursued on either a part-time or full-time basis, within a statute of limitations of five years. A portion of the doctoral program may also be pursued part-time, providing that the year of residence is fulfilled and that the program is completed within eight years.

The Department of Education is itself comprised of two Departments: The Department of Counseling, Developmental Psychology and Research Methods (Mary Brabeck, Ph.D., Chair), and The Department of Curriculum, Administration and Special Education (John Savage, Ed.D., Chair).

#### **Programs and Requirements**

##### **Master of Education Degree**

The Master of Education is awarded in the areas of Early Childhood Teaching, Elementary Teaching, Secondary Teaching, Educational Research, Measurement, and Evaluation, Reading Specialization, Curriculum and Instruction, School Administration, and Special Education (Moderate Special Needs, Severe Special Needs, Educator of the Visually Handicapped, and Multihandicapped and Deaf/Blind Studies). Areas of specialization are detailed within the program descriptions which appear below.

Each student is required to pass a comprehensive examination upon conclusion of course work.

All courses in the three hundred sequence (300-399) are open to both Master's students and advanced undergraduates. Courses in the three hundred sequence cannot normally be used toward the C.A.E.S. or doctorate. Courses listed at the 400 level or above carry either a "PY" or "PY/ED" prefix. Courses listed "PY" are psychology courses in education. Courses listed as "ED" are education courses. Courses listed "PY/ED" may be taken as either psychology in education or education courses.

##### **Master of Arts in Teaching and Master of Science in Teaching Degrees**

The M.A.T./M.S.T. degree programs are designed for students who have graduated with a major or minor in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level.

Students may prepare in the following disciplines: Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, and Spanish. Programs are described under the Curriculum, Instruction, and Administration section.

##### **Master of Arts Degree**

The Master of Arts degree is given in the areas of Counseling, Human Development and Educational Psychology, Early Childhood, and Higher Education Administration.

##### **Certificate of Advanced Educational Specialization (C.A.E.S.)**

A Certificate of Advanced Educational Specialization is available in selected areas of study, providing students with opportunities to build on graduate work. The C.A.E.S. involves a planned program of study consisting of 30 credit hours beyond the Master's degree. Comprehensive examinations are required. Programs of study should be planned with appropriate program coordinators.

##### **Doctor of Philosophy Degree**

A formal doctoral program of study is defined as a minimum of 84 graduate course credits earned subsequent to receipt of the Bachelor's degree. Students possessing a Master's degree at the time of their admission to doctoral studies may be permitted to apply up to 30 graduate course credits toward this minimum of 84. No more than 6 additional graduate course credits earned prior to admission to a doctoral program may be transferred.

Upon admission to a doctoral program, the doctoral student will be assigned an academic advisor.

The doctoral program of studies will be designed by the student in consultation with his or her advisor during the first semester of coursework. One year of full-time residence, defined as 12 credit hours of coursework in each of two consecutive semesters, is required. Doctoral students in Counseling Psychology are required to complete three years of full-time residency. A major field of concentration consisting of at least 30 graduate course credits must be included in the program of studies. One or two minor fields of concentration may be included, at least 9-12 graduate course credits being necessary to constitute a minor. Six credits of dissertation-related coursework are required (customarily Dissertation Division Seminar and Dissertation Direction).

Courses found under "Research Sequence" on the Doctoral Program of Studies Form list the specific departmental requirements. This form may be obtained in the office of the Associate Dean of the School of Education. The program of studies for counseling psychology students is available in the office of the Counseling Psychology Program.

Upon matriculation, all doctoral students *must* obtain a copy and assume responsibility for the contents of the Doctoral Handbook, also available at the office of the Associate Dean of Education. The Handbook contains essential information regarding all procedures to be followed within the doctoral program. Counseling psychology students should also consult the program handbook available in the office of the Counseling Psychology Program.



### Certification

Many of the programs offered by the Department of Education have been designed to comply with current standards leading to professional certification in the state of Massachusetts. However, certification regulations in Massachusetts are changing effective October 1, 1994, and students should plan programs carefully in light of these changes. Students should realize that certification is ultimately granted by the State Department of Education, and that the requirements for certification are subject to change by the state. Especially in the cases of out-of-state students, it is the responsibility of the student to ascertain whether certification will be granted by a given state following completion of a particular program. The Field Office can help with most teacher certification questions.

It is the goal of the School of Education to successfully prepare for both receipt of a degree and state certification any qualified individual who strives to meet these objectives regardless of handicapping conditions. The University accepts the affirmative duty to take positive steps to train handicapped persons, and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential teaching functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a handicapping condition to complete the program successfully and to obtain certification so long as such accommodation does not result in competencies required for both graduation and certification.

### Minor or Concentration in Educational Technology

Where appropriate to the program of studies, a minor or concentration in Educational Technology may be developed. A sequence of courses in the educational applications of computers and the design and evaluation of instructional materials provides educators with a background in the use of existing and emerging educational technologies in schools and other academic settings.

### Programs in Counseling Psychology

Programs in Counseling Psychology are housed under the Department of Counseling, Developmental Psychology and Research Methods.

Programs in Counseling Psychology have as a mission the preparation of counselors at the Master's level and counseling psychologists at the Ph.D. level for competent professional functioning in schools, universities and a variety of non-school health care delivery settings. The Ph.D. program has full accreditation from the American Psychological Association.

The primary focus of the multi-level program is on the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies and career development. Theoretical concepts are integrated with supervised practice through field placements and varied instructional approaches.

The two-year full-time Master's degree program prepares counselors for entry-level positions in agency and school settings. The thrust in these programs is essentially a pro-active one: working with basically healthy individuals to prevent seri-

ous problems, together with developing an ability to recognize problems and refer individuals with serious difficulties to appropriate facilities. The application deadline for all Master's programs in Counseling Psychology is February 1.

The doctoral program in Counseling Psychology, through advanced coursework and supervised internships, builds on prior graduate training and professional experience to achieve the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation and out-reach; and demonstrated competencies with a variety of individual and group counseling approaches in supervised internships. The doctoral program is designed to meet eligibility requirements for licensure as a psychologist, and to help develop a commitment on the part of the student to the ethical and legal standards of the profession including sensitivity to individual, gender and cultural differences. The application deadline for the doctoral program is January 1.

Details of the available graduate programs in this area are provided in the descriptions which follow.

### Master of Arts in Counseling

Coordinator: *James Mahalik*

The Master of Arts degree in Counseling is a two-year full-time program designed for candidates who wish to work in agency or school settings. The first year of the M.A. program is devoted to course work. The second year includes a full-year half-time practicum placement and the completion of remaining academic requirements.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not met the prerequisites will be expected to choose appropriate electives in their Master's program to fulfill these requirements.

Candidates will follow one of the tracks and options listed below. They follow professional standards recommended by the American Association for Counseling and Development, the Interstate Certification Commission (I.C.C.), and the National Council for Accreditation of Teacher Education (NCATE).

The tracks are differentiated in terms of whether the student desires to work with children or with adolescents and adults. The Options provide preparation for working in an agency versus a school setting. The school setting options must be selected at the beginning of coursework, since the curriculum is specifically prescribed for certification by the Massachusetts Department of Education. This program also provides the educational requirements for certification in other states accepting I.C.C. and NCATE standards. Certification requirements are granted by the State Department of Education and are subject to change by the state.

The tracks contain a common core of counseling courses, followed by two semesters of counseling practicum requiring a field placement of 400 clock hours. Practicum usually requires two to three days per week during regular work hours. Students unable to meet this requirement should *not apply to this program*. For the school options, practicum placements must be in a comprehensive school system. There are no waivers or exceptions to the above.

### 1. Master of Arts in Counseling Children and Adolescents Track

#### Core Requirements:

- PY 440 Principles and Techniques of Counseling
- PY 443 Counseling and Group Process with Children
- PY 444 Comparative Personality Theories
- PY 445 Clinical Child Psychology
- PY 448 Career Development
- PY/ED 460 Interpretation and Evaluation of Research
- PY 464 Intellectual Assessment

#### Agency Option:

- PY 648 Practicum in Counseling Children I
- PY 748 Practicum In Counseling Children II
- Plus three electives, which may be chosen from the areas of statistics; history of psychology; and the biological, cognitive, affective, and social bases of behavior.

#### School Option:

- PY 643 Practicum in School Counseling N-9 (fall and spring semesters)
- Plus three electives, which may be chosen from the areas of statistics; history of psychology; and the biological, cognitive, affective, and social bases of behavior.

### 2. Master of Arts in Counseling Adolescents and Adults Track

#### Core Requirements:

- PY 440 Principles and Techniques of Counseling
- PY 444 Comparative Personality Theories
- PY 446 Counseling Theory and Process
- PY 448 Career Development
- PY/ED 460 Interpretation and Evaluation of Research
- PY 465 Group Psychological Tests

#### Agency Option:

- PY 549 Psychopathology or PY 544 Issues in Adolescent Psychopathology
- PY 646 Practicum in Counseling Adolescents and Adults I
- PY 746 Practicum in Counseling Adolescents and Adults II
- Plus three electives, which may be chosen from the areas of statistics; history of psychology; and the biological, cognitive, affective, and social bases of behavior.

#### School Option:

- PY 644 Practicum in School Counseling 5-12 (fall and spring semesters)
- Plus three electives, which may be chosen from the areas of statistics; history of psychology; and



the biological, cognitive, affective and social bases of behavior.

### **Doctoral Programs in Counseling Psychology (APA accredited)**

Director of Training: *Mary Walsh*

Doctoral applicants are required to have a Master's degree in Counseling Psychology or a closely related field, with a completed core program commensurate to our Master's counseling sequence, including a minimum of 400 clock hours of supervised counseling practicum. The full-time, three-academic-year doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program provides the professional pre-doctoral educational requirements for licensure as a counseling psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. However, licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience. The deadline for completed applications for fall admission in Counseling Psychology is January 1 of that year. Admission decisions are made by April 15.

Admission to the doctoral program presumes the completion of requirements for the M.A. degree in Counseling. The entering doctoral student who has not completed all of the requirements for the M.A. in Counseling, listed under the headings above, must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's coursework will be based on a review of the student's background by the assigned advisor.

Once admitted, doctoral students are required to complete courses in each of the following broad areas which fulfill the basic professional training standards: Scientific and Professional Ethics and Standards, Research Design and Methodology, Statistical Methods, Psychological Measurement, History and Systems of Psychology, Biological Bases of Behavior, Cognitive-Affective Bases of Behavior, Social Bases of Behavior, Individual Differences, Professional Specialization

#### **Practicum and Internship**

During their first year, students should work with their advisors to complete a program of studies which must be filed both with Counseling Psychology and with the Associate Dean of Education.

Departmental requirements for the Ph.D. also include passing computer-related competencies and doctoral comprehensive examinations at the end of coursework, the successful defense of a dissertation and completion of approved advanced practica and internship. The doctoral handbook is available in the Counseling, Developmental Psychology and Research Methods office.

### **Programs in Developmental and Educational Psychology**

The theoretical orientation of the program in Developmental and Educational Psychology is life-span developmental psychology. The programs are designed to develop expertise in theory, research and educational intervention with children, adolescents and adults.

Three degrees are offered: a Master's program leading to an M.A. or M.Ed. degree in Developmental and Educational Psychology, with options in human development and educational psychology (M.A.), early childhood specialist (M.A.), and early childhood teacher (M.Ed.); a C.A.E.S. in any of these options; and the Ph.D. in Developmental and Educational Psychology.

#### **Master's Program in Developmental and Educational Psychology**

Students in all master's options must take PY 414 Learning, Learning Theory, and Development and PY 416 Child Psychology as their core within the Program.

##### **1. Human Development and Educational Psychology Option**

Coordinator: *John Dacey*

This option focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives. This includes the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life-span development and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. This option does not lead to a specific licensure or certification. Those possessing a degree in this option are employed in a number of developmentally oriented settings, e.g. residential care centers, prisons and corrections centers, children's museums and parks, adult and industrial educational facilities, governmental offices, and hospitals. They also are prepared to serve as educational instructors and/or consultants in these settings.

*Required Courses:*

- PY 414 Learning, Learning Theory, and Development
- PY 415 The Psychology of Adolescence
- PY 416 Child Psychology
- PY 417 Adult Psychology
- PY/ED 460 Interpretation and Evaluation of Research and one of the following:

ED 402 Modern Educational Thought

PY 549 Psychopathology

PY 445 Clinical Child Psychology

PY 544 Issues in Adolescent Psychopathology

PY 611 Development and Learning in Infants and Preschoolers

There are only 6 required courses (18 credits) for this option. The remaining 4 courses (12 credits) are electives and may be chosen from Education, Management, Counseling Psychology, Psychology, Social Work or Philosophy. The program is designed to maintain maximum flexibility to suit individual needs. Students work closely with a faculty advisor to design their programs.

##### **2. Early Childhood Specialist Option**

Coordinator: *Beth Casey*

The Early Childhood Specialist option prepares students as early childhood specialists within a variety of fields which involve working with young children. The required courses are designed to provide a strong conceptual understanding of developmental issues in general as well as a spe-

cific concentration on young children. In addition students may select electives to develop their own particular focus. Students who are interested in working with children in day-care centers and nursery schools should select at least two methods courses as part of their program (ED 316, 430, 520, or 521). A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool, director of day-care and early intervention programs, or member of multi-discipline teams in research, government and hospital settings. The Early Childhood Program sponsors a demonstration Piagetian-based preschool which is available to students for field experiences. This program does not lead to certification. Those interested in certification should choose the Early Childhood Teacher option.

*Required Courses:*

- ED 310 Family, School and Community Relations
- ED 413 Early Childhood Models and Issues
- PY 414 Learning, Learning Theory, and Development
- PY 416 Child Psychology
- PY/ED 460 Interpretation and Evaluation of Research
- PY 611 Development and Learning in Infants and Preschoolers
- Students may select at least four of the following electives:

ED 316 Seminar and Methods in Early Education

ED 389 Assessment of Children with Low Incidence Handicaps

ED 430 Exploring Science and Social Studies: Early Childhood and Elementary Methods

ED 494 Language Acquisition

ED 520 Elementary and Early Childhood Mathematics Methods

PY 567 Assessment of Preschool Children

##### **3. The Early Childhood Teacher Option (Certification): (Kindergarten to Grade 3)**

Coordinator: *Beth Casey*

The Early Childhood Teacher option is appropriate for those students without elementary school certification who wish to be prepared to teach normal and mildly handicapped children in regular settings, pre-kindergarten through third grade. Students who wish to be prepared for teaching children in first through sixth grade should select the elementary education program. Students are advised that certification requirements are granted by the State Department of Education and are subject to change by the state.

All students are required to complete a total of 38 credits. These courses include foundation courses (PY 414, PY 416, PY 611), a special education course dealing with children with special needs (ED 485), methods courses (ED 316, ED 413, ED 430, ED 520, ED 521), two field-based prepractica (ED 429), 6 credits of student teaching (ED 419), and a course on family-school relations (ED 310). Below are listed the titles of these required courses:

- ED 310 Family, School, and Community Relations



- ED 316 Seminar and Methods in Early Education
- ED 413 Early Childhood Models and Issues
- PY 414 Learning, Learning Theory, and Development
- PY 416 Child Psychology
- ED 419 Student Teaching—Early Childhood (6 credits)
- ED 429\* Graduate Field Lab (2 credits)
- ED 430 Exploring Science and Social Studies: Early Childhood and Elementary Methods
- ED 520 Elementary and Early Childhood Mathematics Methods
- ED 521 Developmental Reading Instruction
- ED 580 Teaching the Special Needs Child in the Regular Classroom
- PY 611 Development and Learning in Infants and Preschoolers

\*Note: For the practica, students may take their field placement at the preschool through third grade levels. At least 3 methods courses must be taken in conjunction with the field-based prepracticum.

#### **Ph.D. Program in Developmental and Educational Psychology**

The doctoral program in Developmental and Educational Psychology educates both researchers and practitioners. The program faculty are committed to promoting students' understanding of the processes involved in cognitive and affective development. A primary focus of the program content is the origin and nature of diversity in gender, race, ethnicity and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological and environmental factors. Educational and human service applications are emphasized, and work with diverse populations in underserved communities is a major focus. The faculty bring four areas of specialization to these central themes: 1) early childhood with a focus on the development of social competency and critical thinking skills, 2) cognitive psychology, with a focus on learning styles, creativity, and neuropsychological applications, 3) ethical decision making and values and character formation, and 4) the social context of development, focusing on the interdependence of individuals, peers, family, community, and culture. The range of careers available to Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, consultation and positions in business, governmental agencies, and human service organizations.

The curriculum requires that students take courses in development across the lifespan. In addition students develop expertise in the following areas: Social, affective and cognitive development, Individual differences, Cognition and Learning, Cultural context of development, Research Methods, and Statistics

Courses that satisfy these requirements are listed in the doctoral handbook for Developmental and Educational Psychology available in the Counseling, Developmental Psychology and Research Methods office.

#### **Programs in Educational Research, Measurement and Evaluation**

Coordinator: *Peter W. Airasian*

Programs in Educational Research, Measurement and Evaluation are housed in the Department of Counseling, Developmental Psychology and Research Methods.

The program in Educational Research, Measurement and Evaluation is designed to prepare researchers with specialized competence in testing, assessment, the evaluation of educational programs and in basic quantitative research methodology for the social sciences and human services. Graduates of the program are qualified for academic positions in university departments of education and social sciences. They are also qualified for research positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

##### **M.Ed. Program**

A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree.

*Core requirements:*

- PY/ED 460 Interpretation and Evaluation of Research
- PY/ED 468 Statistics I
- PY/ED 469 Intermediate Statistics
- At least three of the following should be taken:
  - ED 462 Construction of Achievement Tests
  - ED 466 Models of Curriculum and Program Evaluation
  - ED 467 Practical Aspects of Curriculum and Program Evaluation
  - PY/ED 560 Issues in Testing
  - PY/ED 561 Evaluation and Public Policy
  - PY/ED 565 Quantitative Data Collection Procedures
- The M.Ed. student will also generally take at least one course in Developmental and Educational Psychology and one in Philosophy or History of Education.

##### **Ph.D. Program**

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations and in basic quantitative social science research methodology. A minimum of 54 credits beyond the M.Ed. is required. Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection and analysis of data. Training and experience is provided in the use of computers in statistical analysis. However, since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Knowledge of a computer language is gained by all students.

Students are expected to develop a basic understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory.

Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

Students may have a minor in Developmental and Educational Psychology; Special Education; Computer Science and Management; Educational Administration; or other areas.

##### *Requirements*

In addition to the courses required for the M.Ed. in Educational Research, Measurement and Evaluation, the following core courses will normally be included in each program:

- PY/ED 664 Design of Experiments
- PY/ED 667 Introduction to Multivariate Statistical Analysis
- PY/ED 668 Topics in Multivariate Statistical Analysis
- PY/ED 669 Psychometric Theory
- PY/ED 829 Design of Research
- PY/ED 851 Qualitative Research Methodologies
- PY/ED 860 Survey Methods in Social and Educational Research
- PY/ED 861 Construction of Attitude and Opinion Questionnaires
- ED 960 Seminar in Educational Research, Testing, and Measurement

An internship in Educational Research may be included in a student's program; this consists of a half-time assignment to a school system, social agency, or on-campus research or evaluation agency involved in curriculum experimentation, change, evaluation or social science research. Supervision of the internship is provided by professors of Educational Research.

#### **Programs in Curriculum, Instruction and Administration**

Programs in Curriculum, Instruction and Administration are housed in the Department of Curriculum, Administration and Special Education.

Programs in Curriculum, Instruction, and Administration prepare educational leaders for instructional and administrative roles in public and private schools, colleges, universities and related organizations. The intent is to provide a blend of scholarship, disciplined inquiry and professional experiences that will develop sound understandings, practical skills, ethical values and social responsibilities required of competent educators.

The Department of Education offers three different levels of graduate degrees in this area: Master's degrees (M.Ed., M.A.T., M.S.T., and M.A.); Certificates of Advanced Educational Specialization (C.A.E.S.); and Doctoral degrees (Ph.D. or, for graduates of the Professional School Administrator Program, Ed.D.). Student programs are individualized under the guidance of an advisor, with special consideration given to each student's career goals and any certification requirements that might exist for the position for which the student is preparing.

Details of the available graduate programs in this area are provided in the descriptions which follow.



## Areas of Concentration

The programs and courses address two broad areas of educational endeavor: 1) elementary and secondary schooling, and 2) higher education.

### 1. Elementary and Secondary Schooling:

This area is designed for individuals interested in the education of children and adolescents in public and private elementary and secondary schools. Boston College has earned a distinguished reputation for preparing outstanding teachers and school administrators in the theoretical and practical aspects of their fields. The Catholic School Leadership Program offers a special program for administrators who desire to further their spiritual and professional growth.

### 2. Higher Education:

Students prepare for positions in colleges or universities, junior or community colleges, technical institutes, and other post-secondary educational institutions. Future teachers and administrators in higher education choose this program as an opportunity to conduct research and to practice the skills necessary for expertise at that level.

## Certification

Boston College offers certification programs at the Master's, C.A.E.S. and Doctoral levels. Students may enroll in courses leading to application for certification as a degree candidate or as a special student not enrolled in a degree program. In any case, students seeking certification should plan carefully in consultation with the specific program advisor to be sure that the appropriate courses are taken, since degree requirements and certification requirements may differ. Our programs are approved by both I.C.C. and NCATE. Students are advised that certification requirements are subject to change by the State.

Certification regulations in Massachusetts are changing effective October 1, 1994. Students should plan programs carefully in light of these changes.

Following is a list of certification areas and the faculty advisor for each.

Elementary Education: *Maryalyce Gilfeather*

Secondary School Education: *Kilburn Culley*

Consulting Teacher of Reading: *John F. Savage*

Supervisor/Director: *Ralph Edwards*

School Principal: *Ralph Edwards*

School Business Administrator: *Vincent Nuccio*

Superintendent/Asst. Supt.: *Vincent Nuccio*

It is the goal of the School of Education to successfully prepare for both receipt of a degree and state certification any qualified individual who strives to meet these objectives regardless of handicapping conditions. The University accepts the affirmative duty to take positive steps to train handicapped persons, and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential teaching functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a handicapping condition to complete the program successfully and to obtain certification so long as such accommodation does not result in competencies required for both graduation and certification.

## Professional Field Experience

Field assignments are an essential part of the curriculum in certification programs and should be planned with the program coordinator early in the student's program. The Field Office arranges many program field components, while program faculty are involved in arranging others. Each field assignment must be applied for during the semester preceding the one in which it is to occur. Application deadlines are November 30 for spring assignments and April 15 for fall assignments. All assignments must also be registered for during the Registrar's registration period. The Field Office cannot arrange placements for late applications.

The facilities utilized by the Field Office for field assignments are located in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these facilities. In addition to the local field sites, a limited number of field assignments in teaching are available in out-of-state and international settings, including Arizona (Indian reservation), Great Britain, Ireland, Switzerland, Spain, Germany, and France.

The Field Office arranges field assignments only for students enrolled in teacher certification degree programs.

## DEGREE PROGRAMS

### Master's Degree Programs

Three different Master's degrees are offered in the area of Curriculum, Instruction, and Administration: M.Ed., M.A.T./M.S.T., and M.A. The Master of Education degree (M.Ed.) is offered with six areas of specialization: curriculum and instruction, elementary teaching, secondary teaching, school administration and supervision, reading instruction, and Catholic School Leadership. The Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.) degrees are offered with specialities in secondary education. The Master of Arts degree (M.A.) is offered in the area of higher education, with concentrations in either administration or student development. Following is a description of each degree program. Some special programs are offered for practicing teachers and administrators. These programs meet at times convenient to those persons who hold full time jobs. Further program information can be acquired by contacting the program advisors.

### Master of Education Degree

Students studying for the Master of Education degree may specialize in six different areas.

#### 1. Curriculum and Instruction Specialization

Program Advisor: *Michael Schiro*

The Master's degree program in Curriculum and Instruction consists of a minimum of 30 credit hours. Two basic courses are required:

- ED 421 Instructional Theory
- ED 578 Curriculum Theory (for beginning students) or ED 720 Curriculum Theory and Philosophy (for advanced students)

The remaining courses are planned in consultation with the advisor to meet each candidate's career goals and needs. Programs normally consist of course work and related experiences in issues in curriculum and instruction, program

evaluation, and areas of academic specialization. Candidates have considerable flexibility in combining areas of study.

These degree programs do not normally lead to certification.

### 2. Elementary Teaching Specialization

Program Advisor: *Maryalyce Gilfeather*

This 37-hour Master's degree program in Elementary Education leads to certification as an elementary teacher (Massachusetts certification, level 2, grades 1-6).

Students are advised that certification requirements are set by the state and are scheduled to change in Massachusetts effective October 1, 1994. Prerequisite for this program is a college degree with a major or minor in one of the following areas: English, social science, science, mathematics, the arts, or communication. The course of study for students normally includes:

- ED 321 Language and the Language Arts
- PY 414 Learning, Learning Theory and Development
- PY 416 Child Psychology
- ED 420 Practicum
- ED 426 Music, Art and Movement
- ED 429 Graduate Field Lab
- ED 430 Exploring Science and Social Studies: Early Childhood and Elementary Methods
- ED 520 Elementary Mathematics Methods
- ED 521 Developmental Reading
- ED 580 Teaching of the Special Needs Child in the Regular Classroom

Elective courses are chosen with the approval of the Program Advisor. In the Graduate Field Lab, students spend one day a week working in an elementary classroom, under the joint supervision of a cooperating practitioner and a college supervisor. Substantially field-based courses related to this component are normally taken during the fall semester.

The practicum (12 weeks of full-time teaching in the elementary classroom) is normally completed during the spring semester.

Special Education majors seeking elementary certification must make application and obtain approval for the elementary certification program from the Program Advisor.

### 3. Secondary Teaching Specialization

Program Advisor: *Kilburn Culley*

The M.Ed. program in secondary education may be pursued for certification or for advanced professional study. The certification program includes a practicum (student teaching for a full semester), as well as all necessary pre-practicum preparation. The advanced program consists of ten courses. Courses in the advanced program are selected by the student and submitted for approval to the program advisor.

### 4. School Administration and Supervision Specialization

Program Advisor: *Vincent Nuccio*

This specialization consists of a minimum of thirty (30) graduate credit hours which include seven required courses in Educational Administration and Supervision and three electives.



The seven courses are chosen, in consultation with one's academic advisor, from the following:

- ED 450 Introduction to Educational Administration
- ED 451 Personnel Administration
- ED 452 School Finance
- ED 453 The Elementary School Principalship
- ED 454 The Junior High and Middle School Principalship
- ED 455 The Secondary School Principalship
- ED 456 Legal Aspects of Educational Administration
- ED 458 Education and the Political Process
- ED 459 Clinical Supervision
- ED 523 Administrative Supervision
- ED 578 Curriculum Theory

The three elective courses are usually chosen from departmental offerings. If a student is seeking certification in one of the four approved school administrative areas, a Practicum in Educational Administration and Supervision (ED 750) may be taken as an elective course. Certification requirements are subject to change by the state and are scheduled to change in Massachusetts on October 1, 1994.

### 5. Reading Education Specialization

Program Advisor: *John F. Savage*

The Graduate Reading Program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and develop competencies necessary to function as reading specialists. The Program is designed to enable candidates to meet Massachusetts certification standards for Consulting Teachers of Reading. The Program is also approved by the Interstate Certification Compact and NCATE, and it conforms to the guidelines of the International Reading Association. Students are advised that certification requirements are set by the state and are scheduled to change effective October 1, 1994.

The 31 credit-hour course of study normally includes:

- ED 321 Language and the Language Arts
- ED 323 Reading Instruction in the Middle and Secondary School
- PY 416 Child Psychology
- ED 429 Graduate Field Lab
- ED 521 Developmental Reading Instruction
- ED 523 Administrative Supervision
- ED 579 Educational Assessment of Learning Problems
- ED 721 Remedial Reading Techniques
- ED 725 Reading Practicum or ED 726 Reading Internship

Admission requires certification as a classroom teacher and a minimum of one year teaching experience in a position covered by that certificate.

### 6. Catholic School Leadership Specialization

Program Advisor: *Clare Fitzgerald, S.S.N.D.*

The Catholic School Leadership Program (CSLP) has been designed in response to an expressed need to assist Catholic school teachers and administrators in their unique role of bringing new vision to Catholic schools. The specialization

focus is on futuristic planning grounded in the practical aspects of administration and enlivened by the hope of the Christian message. Courses in the CSLP are offered during a five-week summer semester (1 two-week session and 1 three-week session). Also offered are 2 or 3 academic year courses in the fall and spring semesters.

Practicing or prospective administrators and interested teachers, lay or religious, may obtain a Master's Degree in Education (30 credits) or a Certificate of Advanced Educational Study (30 credits beyond the Master's degree). This program does not lead to state certification. Students may study part-time or full-time and complete the degree or certificate in a minimum of three summers. The program is tailored to meet the individual needs of the student. The program permits one to pursue advanced, in-depth study in the field of education while integrating it with such interests as psychology, business management, theology, and educational technology.

Selected courses offered through the Theology Department, the Institute of Religious Education and Pastoral Ministry and the School of Management may be taken with the approval of the advisor.

For specific information regarding requirements for the M.Ed. and C.A.E.S programs, please contact the Program Advisor.

### Master of Arts in Teaching and Master of Science in Teaching Degree

#### Secondary Teaching Specialization

Program Advisor: *Kilburn Culley*

Programs have been designed for prospective secondary school teachers leading to the Master of Arts in Teaching or Master of Science in Teaching degrees. These are interdisciplinary programs offered by the School of Education in conjunction with the Arts and Sciences departments. The programs are designed for students who graduated with a liberal arts or sciences major or minor who wish to obtain certification. Students may prepare in the following disciplines: Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, and Spanish.

Students undertaking certification programs are advised that certification requirements are set by the state and are scheduled to change effective October 1, 1994.

M.A.T. and M.S.T. programs combine graduate study with supervised field work, leading to certification regulations in Massachusetts. Requirements for the program are 15 graduate credits in the teaching subject and up to 24 credits, depending on previous experience, in education, plus comprehensive exams in each area. Generally, the education courses are:

- ED 300-304 Secondary Subject Methods (core related to major)
- ED 407 Secondary Curriculum and Instruction
- ED 323 Reading Instruction in the Middle and Secondary School
- PY 415 Psychology of Adolescence
- ED 428 Student Teaching or
- ED 422 Secondary Internship
- ED 429 Graduate Field Lab (2)

- PY/ED 462 Construction of Achievement Tests

- ED 472 Secondary School Lab and Seminar

Approval of each student's program of study by his or her advisor is required during the first semester. Candidates may begin study in the summer, in the fall, or in the spring, on either a full- or part-time basis.

In response to the growing need for qualified mathematics and computer science teachers at the secondary school level, the Mathematics Department and the School of Education have designed a sequence of courses which leads to the M.S.T. degree and certification. The sequence is designed for those candidates who have an aptitude for mathematics but lack an undergraduate major in this field. The sequence of courses consists of 36 credits in mathematics and 24 credits in education. The time required to complete the program will be determined by the candidate's quantitative training and experience in an educational setting. Applicants are encouraged to contact the secondary program advisor for more information.

### Secondary Teaching Certification: Master of Arts or Science in Teaching Degree or the Master of Education Degree

In choosing an academic route for certification in secondary teaching, students often inquire about the difference between certification through a Master of Education degree program (M.Ed.) and certification through a Master of Arts or Science Teaching degree (M.A.T./M.S.T.). The choice of degree program is often determined by the amount of undergraduate coursework an individual has taken in the arts or sciences discipline he or she wishes to teach.

#### State Certification Requirements for Secondary Teaching

In addition to 15 credits of specific Education courses and 8 credits of practice teaching, Massachusetts requires that applicants for secondary certification complete a total of 36 credit hours in the subject area (e.g., English, French, Mathematics, Biology). Alternatively, a liberal arts graduate with a full undergraduate major in the arts or sciences (even if that major was less than 36 credit hours) has met the Massachusetts subject area requirement and does not need to take additional coursework in the discipline. Students who have not completed a full undergraduate major in arts and sciences are lacking in the subject area requirement and must, therefore, take a sufficient number of courses in the teaching subject to meet the 36 credit-hour requirement.

### The Master of Arts or Science in Teaching (M.A.T./M.S.T.) Degree

The Master of Arts or Science in Teaching degree program is comprised of 15 credits in the Arts and Sciences discipline, 15 credits of Education coursework, and 8 credits of practicum experience. If a student has 21 credits in the subject area prior to applying for a secondary teaching certification Master's program, the M.A.T. or M.S.T. degree would be the appropriate choice. If a student has even fewer than 21 subject area credits, the choice of the M.A.T. or M.S.T. degree may also be appropriate; the student would not be ready to apply for certification until the full 36



credits are acquired. These credits may be acquired as additional graduate courses in the M.A.T./M.S.T. program, or they may be acquired by taking additional undergraduate courses in the subject area.

In some cases, a student who has sufficient credit hours in a subject area to qualify for certification may wish to pursue graduate level coursework in the arts and sciences discipline. The M.A.T./M.S.T. degree would be an appropriate choice in this situation also.

### **The Master of Education (M.Ed.) Degree**

A Master of Education degree is comprised of 30 credits of Education coursework (15 credits which are required for certification and 15 credits of Education electives) plus 8 credits of practicum experience. Students who have completed a full undergraduate major in the subject area they wish to teach are eligible to apply for the M.Ed. secondary teaching certification Master's program. Because the student has fulfilled the Massachusetts requirement of an undergraduate major or 36 credit hours in the discipline, he or she is able to pursue a full graduate program in Education and build a stronger pedagogical base.

Students often use the 15 credits of elective work to develop a concentration in such areas as educational technology, reading and literacy, or curriculum theory and design.

Students who wish to take 2 graduate courses in the subject area may do so by using two of the Education electives. No more than two courses, however, may be taken outside of the Department of Education through the M.Ed. degree program.

Students are advised to check changing certification requirements in Massachusetts or in the state in which they intend to teach before starting their program.

### **Master of Arts Degree**

#### **Higher Education Specializations: Administration and Student Development**

Program Advisor: *Mary Griffin*

A minimum of 30 semester hours of course work is required for the M.A. degree. These degree requirements may ordinarily be completed in 2 semesters and a summer of full-time study.

The purpose of the M.A. program is to provide preparation in Higher Education for middle managers to be employed in the offices of college and university administrators as follows: the president, vice-president, and deans of academic and student affairs and in public administration situations; the registrar, admissions, and financial aid; student development and residence life development, alumni, and public relations. The curriculum is designed to give the student professional preparation for positions in community and junior colleges, universities, technical institutes and other post-secondary institutions. The objectives of the program are as follows:

1. To provide an understanding of the history and philosophy of institutions of higher learning, their values and goals.
2. To understand the organization, structure and function of institutions of higher education and public institutions.

3. To prepare students for a specific area in college, university and public administration.
4. To provide an understanding of student development and the application of theory to student life.

5. To provide practical experience in an institution of higher learning or public office associated with higher education.

#### *Required Courses:*

- PY/ED 460 Interpretation and Evaluation of Research
- ED 770 History and Theory of Higher Education
- ED 771 Organization and Administration of Higher Education
- ED 772 Student Personnel/Development Programs in Higher Education
- PY 778 Theories in Student Personnel/Development
- ED 975, Internship in Higher Education, is required for students who have had no experience in institutions of higher learning or who wish to explore alternative areas of specialization in higher education administration or student affairs. Candidates see their faculty advisors for placements.

Electives are to be chosen from related areas, by advisement. Programs will be arranged on an individual basis by the program advisor. Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

### **Certificate of Advanced Educational Specialization in Curriculum, Instruction and Administration**

The C.A.E.S. is designed for currently practicing educators who already have a Master's degree and who do not plan to pursue a doctoral degree, but seek a higher degree of specialization or professional certification in a particular field.

Following are the general areas of specialization and their respective advisors:

- School Administration and Supervision  
Advisor: *Vincent Nuccio*
- Curriculum and Instruction  
Advisor: *Michael Schiro*
- Catholic School Leadership  
Advisor: *Clare Fitzgerald, S.S.N.D.*

### **Doctoral Programs in Curriculum, Instruction and Administration**

The doctoral program in Curriculum, Instruction and Administration is designed for people seeking leadership roles within a variety of educational settings, such as schools, higher education, or other social organizations. The program offers candidates flexibility in selection of courses while providing them with the opportunity to develop strong leadership skills.

The program offers two major areas of specialization: administration and curriculum/instruction. Within the area of administration, subspecialties are offered in the areas of school administration in both regular and special education and in higher education administration. Special programs for practicing teachers and administrators who have full time job commitments are occasionally offered, as well as the program described herein. For information about special pro-

grams, such as the Professional School Administrator Program (PSAP), contact the program advisors.

Within the area of curriculum and instruction, specialties are offered in both regular and special education.

The programs contain four components: a core of basic required courses, an area of specialization, a practicum or internship, and a dissertation. Requirements for each component are described below.

### **Core**

The core covers three areas: Schooling, Human Resources Management, and Research/Evaluation. Because programs of study are individually planned according to each candidate's background and goals, specific courses within these areas differ from program to program. Courses are selected in consultation with advisors. (See the course descriptions which follow.)

The purpose of the *Schooling Core* is to assist doctoral students in learning how to articulate and effectively act upon curriculum and instruction issues, evaluate curriculum and instruction practices, implement planned organizational and instructional change, obtain financial and organizational support, and help others develop innovative ideas, practices and materials. Candidates take four courses in the Schooling Core: one in *Curriculum Theory* (ED 720, 578, or 873); one in *Theories of Instruction* (ED 421 or 773); one in *Educational Change* (ED 819 or ED 729); and one in Program Evaluation (ED 466, 467 or 561).

The purpose of the *Human Resources Management Core* is to help students understand and manage human behavior. This includes enabling students to obtain an understanding of administrative and supervisory roles, the ability to work with students in all aspects of student affairs, skills in supervising personnel, and an understanding of the legal, ethical and political ramifications of both organizational behavior and one's own behavior within an organization. In Human Resources Management, candidates take a total of four courses, *one in each of the following areas: Administration* (ED 450, 755, 771, or 871); *Personnel/Supervision* (ED 451, 459, 523, or 953); *Policy/Law/Ethics/or Politics* (ED 456, 458, 878 or 956); and *Human Development/Student Affairs* (PY 440, ED 653, ED 772, PY 778, ED 872, or a psychology course). Specific course selection depends on each candidate's professional background and needs.

The purpose of the *Research Core* is to provide candidates with the basic research skills needed to write a dissertation. In the area of *Research Skills* (statistical, historical, qualitative), the departmental requirements must be fulfilled. This includes Statistics I and Intermediate Statistics (PY/ED 468 and 469), one course in Research Design (PY/ED 829), and two courses in dissertation preparation (customarily PY/ED 986 Dissertation Seminar and PY/ED 988 Dissertation Direction).

### **Specializations**

Candidates will be expected to develop an expertise in the area in which they intend to assume leadership responsibility. Acquisition of this expertise shall include at least six additional courses in the area of specialization, to be arranged be-



tween the candidate and his or her advisor, depending upon the candidate's performance, background and career goals. The three broad areas of specialization which are addressed by the doctoral program are described below.

### **School Administration**

Admissions Advisor: *Vincent Nuccio*

This specialty is for students who aspire to leadership roles in educational administration and supervision. Specialization is offered in the areas of Supervisor/Director, Principalship (N-6, 5-9, 9-12), Superintendency and School Business Manager. Specializations also prepare students to work in administration and supervision positions in related areas such as business, government, social agencies and other educational agencies. Regular Administration and Special Education content areas are blended together to provide state of the art practices that are research based.

### **Professional School Administrator Program (PSAP)**

Admissions Advisor: *Vincent Nuccio*

The Professional School Administrator Program is a specifically designed doctoral program which leads to the Doctor of Education degree. Experienced school administrators selected for this program meet for five half-days in the first summer for a Pro-Seminar, and on the average of two full days per month during the fall and spring semesters plus eight days during the two summers over a three-year period, and spend additional time on campus for their research and individual conferences. Eight classes of PSAP students (PSAP I-VIII) have entered the program since 1973.

All of the requirements of the Graduate School of Arts and Sciences and the Department of Education apply to this program including the application procedures. In using the regular application form, applicants are asked to write "Professional School Administrator Program" under area of concentration. A program brochure is available upon request at the Graduate Education Admissions Office, Department of Education, Campion Hall, Boston College, Chestnut Hill, MA 02167.

### **Higher Education Administration**

Admissions Advisor: *Mary Griffin*

This specialty is for people who are currently in, or who plan to assume administrative or student affairs positions in institutions of higher learning. This program includes the development of a sound theoretical and conceptual basis for understanding the governance of colleges and universities. This is achieved by analysis of practical problems, leading to the studies in policy development and implementation. Preparation for a wide range of administrative positions at various levels is offered, including middle management positions within the offices of: student personnel/student development, president, vice president, and deans of academic and student affairs and in public administration; registrar, admissions, and financial aid; student development and residence life development, alumni and public relations.

### **Curriculum and Instructional Leadership**

Admissions Advisor: *Michael Schiro*

This specialty is for people who are currently in, or who plan to assume, instructional leadership roles in schools, school systems, colleges, univer-

sities, or other related instructional environments. Courses and related program experiences are planned to develop competencies necessary in the design, implementation, and evaluation of curriculum. There is a complementary emphasis on designing strategies for effective instruction. Students who are interested in working in schools or school systems can pursue programs that involve developing expertise in several areas of instruction, such as reading, mathematics, computers and technology, and science, or combinations thereof. Students who desire to teach at the college or post-secondary levels can pursue specialties such as curriculum development, teacher education in a subject matter area, and teacher development and supervision. Students who are interested in working in schools or school systems can pursue programs that involve developing expertise in several areas of instruction such as reading, mathematics, special education, computers and technology, and science, or combinations thereof.

### **Practicum/Internship**

The Practicum/Internship is designed for those students who need on-site educational experiences in an area directly related to their specialization. Candidates expecting to receive certification or to enter a job different from the one they have been currently performing should complete a practicum/internship. The practicum/internship will involve working in a leadership role in an educational setting similar to the one the candidate wishes to enter in the future. With approval, candidates who have been or who are currently employed in a job they want to continue can complete the internship within that setting. All candidates (especially those seeking certification) must plan carefully with their advisors to insure that the necessary prerequisites leading to the practicum are completed. Students are advised that certification requirements are subject to change by the State.

### **Dissertation**

Candidates will be expected to write a dissertation which may be either empirical or non-empirical in nature.

### **Programs in Special Education**

Programs in Special Education are housed within the Department of Curriculum, Administration and Special Education.

The mission and purpose of programs within Special Education is the preparation of outstanding professionals at the graduate and advanced graduate levels to work with or on behalf of individuals with disabilities in educational settings and the initiation of basic and applied research to add to the knowledge base within specific disciplines. Programs are designed to offer students sound theoretical and conceptual bases for the variety of interventions and services needed to educate individuals with disabilities.

Since Boston College is committed to the service of the larger community beyond the University, the faculty maintain a close working relationship with local school programs, special education collaboratives, and other agencies such as the Developmental Evaluation Clinic at Children's Hospital Medical Center, Perkins School for the Blind, Massachusetts Hospital School, Franciscan Children's Hospital, The Carroll Center for the

Blind, and the Boston College Campus School for Multihandicapped Students.

Details of the available graduate programs in the area of Special Education are provided in the descriptions which follow. Many of the programs are designed to meet current state requirements for teacher certification. These requirements are subject to change by the state. Applications for these programs are accepted throughout the year.

### **Moderate Special Needs (Learning Disabilities, Mild Retardation and Behavior Disorders)**

Coordinator: *Jean Mooney*

This program prepares specialists who will provide direct and indirect services to children within regular classrooms, resource rooms and substantially separate classes in public or private schools. The population served by these specialists is classified in some states as learning disabled, mildly retarded or behaviorally handicapped. This program, however, is based on a non-categorical model focused on educational need rather than category of handicapping condition. No previous teaching experience is required. Students select an Elementary or a Secondary focus. Financial Aid is available in the form of paid pre-practicum and practicum experiences in local school systems as well as various programs administered through the Financial Aid Office. Entry into the program may be at one of three levels:

*Level I:* Students with no previous background in education select a sequence of courses leading to certification in Elementary Education prior to coursework in Special Education.

*Level II:* Students already certified in Elementary or Secondary Education complete the requirements for certification in Moderate Special Needs (30 to 36 credits.)

*Level III:* Students already certified in Elementary or Secondary and Moderate Special Needs complete a program planned according to the student's past experiences and career goals (30 credits).

In any of the above Levels, adjustments in requirements can be made for prior coursework through a test-out and waiver process. Students employed in an appropriate Moderate Special Needs program in a public or a private school may, with the approval of the Director of Field Experiences and the Massachusetts Bureau of Teacher Certification, complete the internship requirements within their work setting. The Moderate Special Needs program offers the M.Ed. degree and/or the Certificate of Advanced Educational Specialization.

*Requirements for the Elementary Focus (Grades N-9)*

- PY/ED 460 Interpretation & Evaluation of Research
- ED 485 Individuals with Learning & Behavior Problems
- ED 495 Human Development and Handicapping Conditions
- ED 579 Educational Assessment of Learning Problems
- ED 587 Remedial Strategies
- ED 589 Behavior Management Strategies
- ED 593 Introduction to Speech & Language Disorders



- ED 501 Handicapped Internship: Moderate Special Needs or ED 504 Student Teaching: Moderate Special Needs
- ED 675 Consultation and Collaboration in Education
- ED 721 Remedial Reading Techniques

*Requirements for the Secondary Focus (Grades 5-12):*

- Prerequisite courses in Adolescent Psychology and Reading Methods must be completed prior to entry.
- PY/ED 460 Interpretation and Evaluation of Research
- ED 485 Individuals with Learning and Behavior Problems
- ED 495 Human Development and Handicapping Conditions
- ED 579 Educational Assessment of Learning Problems
- ED 587 Remedial Strategies
- ED 589 Behavior Management Strategies
- ED 593 Introduction to Speech and Language Disorders
- ED 501 Handicapped Internship: Moderate Special Needs or ED 504 Student Teaching: Moderate Special Needs
- ED 675 Consultation and Collaboration in Education
- ED 721 Remedial Reading Techniques

#### **Specialty Areas in Moderate Special Needs**

Students may elect to add a specific emphasis beyond the core requirements for the Moderate Program. The following options are available:

##### **1. Generic Consulting Teacher**

This option can lead to the Massachusetts certificate of Generic Consulting Teacher for students with two years of teaching experience in an area of regular education. Requirements beyond the Moderate Program include ED 502—Handicapped Internship: Generic or ED 503—Student Teaching: Generic.

##### **2. Behavior Disorders**

An individual program of study including the core requirements for Moderate can be planned with the student's advisor, with the following additional courses being considered:

- PY 440 Principles and Techniques of Counseling
- PY 445 Clinical Child Psychology
- ED 475 Advanced Behavior Management
- ED 488 Theories and Strategies for Teaching Emotionally Disturbed Students
- ED 641 Behavioral Disorders in Childhood and Adolescence
- ED 696 Handicapped Internship

#### **Severe Special Needs Program**

Coordinator: *Philip DiMattia*

The Severe Special Needs Program at Boston College is a graduate level program which leads to a Master's degree in Special Education and prepares students to work with a spectrum of severely handicapped students from pre-school through older adolescence in a variety of education settings that include public schools, collaborative programs, state-operated educational programs, and private day and residential educational programs.

Both formal coursework and multiple field experiences are included in the program. Through advisement, opportunities for hands-on experiences are made available in the Boston College Campus School for Multihandicapped Students.

Students may be enrolled on a full- or part-time basis. For those students employed in approved Severe Special Needs programs, practicum requirements may be completed within the work setting.

The program of study expands and builds upon a pre-requisite education foundation through the development of competencies that are research and field-based and consistent with professional standards of the field.

The following courses are requirements in the program. Adjustments can be made for prior course work and experience through a test-out and waiver process.

- ED 374 Management of the Behavior of Students with Severe Special Needs
- ED 384 Severe/Multihandicapped Techniques I
- ED 389 Assessment of Children with Low Incidence Handicaps
- ED 398 Working with Families and Human Service Agencies
- PY/ED 460 Interpretation and Evaluation of Research
- ED 475 Advanced Behavior Management
- ED 490 Severe/Multihandicapped Techniques II
- ED 495 Human Development and Handicapping Conditions
- ED 686 Communication Disorders for the Handicapped Child
- ED 782 Student Teaching: Severe Special Needs

Students who have no previous coursework in education will be required to take a prerequisite course in Human Growth and Development as well as a course in teaching basic curriculum.

#### **Vision Studies Program Options**

##### **1. Educator of Students with Visual Impairments**

Coordinator: *Richard M. Jackson*

Students are prepared as teacher/consultants to work with visually impaired children and youth in a variety of educational settings. Regular classrooms, resource rooms, and special classes are examples of settings where teacher/consultants are needed to deliver direct instructional services and to consult with parents and other educational personnel. Through academic coursework and practical experiences, students are prepared to work with totally blind or low vision children. Consideration is also given to the child with concomitant disabilities. The length of the program varies with the background and level of entry of the student. Applicants lacking teaching credentials may incorporate the necessary coursework for certification into their program of studies.

Students with elementary or secondary certification pursue a 36-credit hour (approximately) program of study which can be completed in one academic year and one summer. For students who

have an undergraduate degree in Education of the Visually Handicapped, an individually designed program may be planned to broaden and improve proficiencies in working with exceptional children. Graduates earn an M.Ed. degree and most are eligible for Massachusetts state teacher certification (I.C.C. and NCATE approved).

*Requirements:*

- ED 380 Functional Implications of Vision Pathology
- PY/ED 460 Interpretation and Evaluation of Research
- ED 480 Technology for Individuals with Disabilities (offered summer only)
- ED 486 Braille Skills for the Visually Impaired
- ED 487 Blindness and Visual Impairment
- ED 579 Assessment of Children with Learning Problems
- ED 583 Foundation of Orientation and Mobility (Offered summer only)
- ED 588 Curriculum and Instructional Strategies for Teaching the Visually Impaired
- ED 675 Consultation and Collaboration in Special Education

##### **2. Educator of the Multihandicapped and Deaf/Blind**

Coordinator: *Barbara McLetchie*

Boston College has a long history of preparing specialists to work with infants, children, and youth who have multiple disabilities, including deaf-blindness. Graduates of this program are serving individuals with multiple disabilities in a variety of roles throughout the United States and other countries. The Multihandicapped and Deaf/Blind specialty leads to an M.Ed. degree or a C.A.E.S. (30 credit hours beyond the M.Ed.). The focus of this specialty is upon children who are functioning at a pre-academic level. Practical experiences working with individuals with multiple disabilities and deaf-blindness are important components of this specialty. Students may choose a particular focus (e.g. infant stimulation, adolescence, pre-vocational, young children, etc.). Students enter the specialty at one of three levels:

*Level I:* Students with no previous preparation in special education must complete a program of study beyond 30 credit hours to complete the requirements for the M.Ed. degree and certification as a Teacher of Students with Severe (Intensive) Special Needs.

*Level II:* Students with undergraduate majors and certification in Severe Special Needs can complete a 30-credit hour sequence for the M.Ed. degree.

*Level III:* Students with M.Ed. degrees in Severe Special Needs can complete a 30-credit hour sequence for the C.A.E.S.

Additionally, students with undergraduate study in some area of special education may enter this specialty. Coursework and credits leading to an M.Ed. depend upon an evaluation of previous coursework and experience. Many students also choose to pursue coursework leading to certification as a Teacher of Students with Vision Impairments.



Adjustments in course selection and sequence will be based upon an evaluation of each student's previous preparation and experience. The core course sequence is as follows:

- ED 374 Management of the Behavior of Students with Severe Special Needs
- ED 380 Functional Implications of Vision Pathology
- ED 384 Teaching Strategies for Students with Multiple Disabilities I
- ED 386 Introduction to Sign Language and Deafness
- ED 389 Assessment of Children with Low Incidence Handicaps
- ED 398 Working with Families and Human Service Agencies
- ED 460 Interpretation and Evaluation of Research
- ED 480 Technology for the Handicapped *or* ED 487 Education and Rehabilitation of the Visually Handicapped
- ED 490 Teaching Strategies for Students with Multiple Disabilities II
- ED 491 Practicum—Multihandicapped
- ED 492 Organization and Administration of Services for Multihandicapped and Deaf/Blind Programs
- ED 494 Language Acquisition
- ED 495 Human Development and Handicapping Conditions
- ED 506 Student Teaching: Multihandicapped and Deaf/Blind
- ED 598 Introduction to Audiology
- ED 682 Administrative Internship: Multihandicapped and Deaf/Blind
- ED 686 Augmentative Communication for Persons with Severe Disabilities

#### **Certificate of Advanced Educational Specialization**

Programs in Special Education and Rehabilitation offer qualified students an opportunity for advanced graduate study for the major direct service roles, administrative and supervisory positions in special education and related special service areas.

Applicants for admission to the C.A.E.S. program must meet all of the specific requirements of the Graduate School of Arts and Sciences and the Department of Education. In addition, the following requirements of the division must be met:

1. The applicant must be a certified or certifiable special educator with successful experience in education or in some closely related field.
2. The applicant must submit a statement of career goals indicating the area of emphasis for study.

The program seeks qualified applicants interested in continuing their professional development. A program of studies leading to the C.A.E.S. usually consists of a minimum of thirty credits or approximately ten courses. The courses and experiences selected are those which the student and her/his advisor believe fit the identified career goals.

#### **COURSE OFFERINGS**

Unless otherwise indicated, courses listed in this section are offered in the 1992–93 academic year. Every attempt has been made to indicate when courses that are not offered annually will be offered next. Courses numbered above the 400 level carry either a "PY" or "ED/PY" prefix (see page 29).

##### **ED 300 Secondary Science Methods (F: 3)**

A survey of several current secondary science curricula combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class, utilizing proven science class techniques and stressing the inquiry approach to science teaching. Substantial field work required, including experience with high school classes and logistical planning for field trips in the community.

*George Ladd*

##### **ED 301 Secondary History Methods (F: 3)**

This course will demonstrate methods for organizing a unit, utilizing original sources, developing critical thinking, facilitating inquiry learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work required. ED 258 or 429 must be taken concurrently.

*The Department*

##### **ED 302 Secondary/Middle School English Methods (F: 3)**

This course covers topics and concerns for the teaching of English at the secondary and middle school levels. Curriculum building, unit and lesson plan construction, and the teaching of literature, writing, speaking and listening skills are among the topics covered. Unless otherwise approved, students taking ED 302 must also take ED 258 or ED 429 concurrently.

*Edward Smith*

##### **ED 303 Secondary Language Methods (F: 3)**

A review of recent research in second-language acquisition and its application to the secondary school classroom. Emphasis is placed on techniques for developing and evaluating proficiency in listening, speaking, reading, and writing. Students will analyze available audio-visual materials (overhead transparencies, tapes, films and computer software) and learn how to integrate these ancillaries into their lesson plans.

*Rebecca Valette*

##### **ED 304 Secondary Math Methods (F: 3)**

This course is designed to prepare the student for teaching in the secondary school. It includes topics such as classroom procedure, preparing lesson plans, structuring tests, grading papers, and evaluation of student performance. The responsibility of the student teacher to the cooperating teacher is covered and mathematical topics are developed. Presentation of units in mathematics is required as is substantial field work. ED 258 or 429 must be taken concurrently.

*The Department*

##### **ED 307 Teachers and Educational Reform (S: 3)**

This course will examine the literature on reform of education, paying particular attention to the role of teachers in the reform literature and the implications of reform for teaching. It will examine the role of teachers in restructuring, school-based management, assessment, accountability,

and delivery of instruction. We will pay particular attention to research on teaching and what it has to say about the role of teaching as pictured in the reform literature. Each student will be expected to take a particular issue related to school reform and research it in depth.

*George Madaus*

##### **ED 310 Family, School, and Community Relations (S: 3)**

This course focuses on family interactions and community relations both in terms of how they influence the child and how the teacher can effectively respond to these factors. Included are discussions of the short and long term effects of divorce, single-parent families, step-families, poverty and cultural differences. There will be a focus on the teacher working with parents in terms of parent education and parent involvement in school. In addition, emphasis will be placed on helping children develop a greater sensitivity to their own and other cultures through multicultural education.

*The Department*

##### **ED 314 Psychology of Self-Control (F: 3)**

An analysis of the philosophical, psychological, and sociological aspects of how we control ourselves. Such questions as "What does it mean to say *I control me?*" and "How does self-control change with age?" will be explored. Implications for educators and psychologists will also be covered.

*John Dacey*

##### **ED 316 Seminar and Methods in Early Education (S: 3)**

This course focuses on the careful design and implementation of teaching strategies and curriculum in early education. Students will participate in a seminar at Boston College plus a one-day-a-week field pre-practicum. Students will have concrete experiences in developing a variety of teaching strategies and will be video-taped using these strategies. There will be a particular focus on teaching critical thinking during the early years. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar including such areas as the arts, communication skills, health, and physical education.

*Beth Casey*

##### **ED 319 Psychology and Education of Creative People**

This course will consider psychological aspects of four areas of creative activity: personality, productivity, mental processes, and physiological processes. It will combine consideration of current research and measurement studies with the research and experience of the students themselves. All age levels of creative development are included.

*Not offered 1992–93; next offered 1993–94*  
*John Dacey*

##### **ED 321 Language and the Language Arts (S: 3)**

A course that examines the nature and structure of language and how it applies to the teaching of language arts in the elementary and middle schools.

*John Savage*

##### **ED 323 Reading and Special Needs Instruction in the Middle and Secondary School (S: 3)**

A course that includes principles and practices of developmental and remedial reading instruction and special needs teaching at the middle and senior high school levels. There will be particular



emphasis on teaching reading in content areas. May require field-based assignments.

*The Department*

**ED 325 Science in the Elementary School (S: 3)**

An opportunity to become actively involved with the wide number of elementary science curriculum activities and materials designed for children from 2 to 12 years of age. Open to early childhood, special education and other individuals interested in science education at the elementary level.

*George T. Ladd*

**ED 336 Adult Human Development in Modern Organizations (S: 3)**

This course presents theories and approaches in Human Development in modern quality-oriented organizations. The concepts of: Customer-Driven Quality; Leadership, Continuous Improvement; Fast Response; Action Based on Facts, Data and Analysis; and Participation by all Employees will be presented along with the quality improvement tools needed to achieve these results. Tools such as Flow Charting, Fishbone Diagramming, Scatterplots, Run Charting and Control Charting will be presented. Regression and Design of Experiments will be introduced.

*Ronald Nuttall*

**ED 342 Adolescent Spirituality and Faith Development**

This course will explore the nature of adolescent religious experience and spiritual development. Special emphasis will be placed upon a consideration of the role of the Catholic school in facilitating adolescent faith development. Attention will be given to developmental theory as it applies to campus ministry, religious curriculum, Confirmation preparation, program planning and program evaluation in the Catholic junior and senior high school. *Not offered 1992-93* *Louis Phillips*

**ED 344 Integrating Contemporary Issues into the Curriculum (F: 3)**

This course examines a broad range of current social, global, political, and economic topics, and attempts to explore methods of including these issues within the existing curriculum that we offer our students. This course will also focus on how contemporary social issues influence children and adolescents, and how educators can effectively respond to these factors.

*Leroy Hay*

**ED 345 Critical Issues in Teaching (S: 3)**

This course provides an opportunity for students to understand the political, social, economic, organizational, and interpersonal issues that affect classroom teachers' ability to practice their craft. Case studies, self-studies, readings, films, and other media will be used throughout the course to examine issues like juvenile delinquency, classroom management, student-teacher relationships, working with parents, working in urban areas, self-evaluation, and other issues related to being an effective teacher. Participants will be required to write weekly memorandums, take part in weekly discussions, and complete two policy memorandums. Any student interested in practice and policy issues in elementary/secondary education and higher education will find the course of benefit.

*The Department*

**ED 349 Sociology of Education (S: 3)**

A broad survey of the field of sociology of education that starts with a brief discussion of human behavior and then considers individuals, groups, and communities. The course will deal with family, classroom, school, and community interactions, both in terms of how they influence the child and how educators can respond to these factors.

*Ted I.K. Youn*

**ED 351 Budget and Financial Planning in Education**

Recognizing that this area is of vital importance for Catholic schools, this course will examine the various aspects of budget formulation, development programming, and long-range financial design. This examination will include budget constructs, fund raising, public relations, and long-range financial planning. *Not offered 1992-93*

**ED 355 Ethical and Moral Dimensions of Administrative Decision Making**

School administrators have long recognized the ethical dimensions of their decisions. They inevitably deal with a diversity of people: staff, faculty, children, parents, and community agents. The course, while synthesizing the growing literature on the topic, will treat the practical aspects of the subject. Participants will be asked to bring to class some very concrete examples of the moral dilemmas they are facing daily. *Not offered 1992-93*

**ED 356 Instructional Supervision for Administrators**

This course will concentrate on personnel planning and selection, induction, orientation, a system-wide view of personnel administration, and trends in supervision. Attention will be given to staff development as well as performance evaluation. *Not offered 1992-93*

**ED 361 History of Western Education I**

Beginning with classical Greek education, this course surveys the principal cultural and educational movements to the advent of the Renaissance. *Not offered 1992-93* *The Department*

**ED 362 History of Western Education II**

Beginning with fourteenth-century humanism, this course deals with the development of modern European education and the origin and evolution of education in the United States. *Not offered 1992-93*

**ED 363 Children's Literature (S: 3)**

Through the use of various media and the extensive reading of children's books, this course examines several genres of children's literature. Special emphasis is given to understanding the use of children's literature in pre-school and elementary classrooms, supporting children's responses to literature, and designing an integrated literature program.

*Lea McGee*

**ED 367 Introduction to BASIC**

An introduction to computers and their applications in education. The origins, development, and workings of computers will be reviewed. Current hardware and software systems will be described and demonstrated. Students will develop algorithms for the solution of elementary problems and will program their solutions using the BASIC language. *Not offered 1992-93; next offered 1993-94* *John A. Jensen*

**ED 368 Introduction to LOGO for Educators (S: 3)**

An introduction to microcomputers and programming using the LOGO language. Intended for educators; no prerequisites. Students will have hands-on experience using Apple microcomputers and will complete a term project using the language. *Not offered 1993-94* *John A. Jensen*

**ED 374 Management of the Behavior of Students with Severe Special Needs (F: 3)**

The focus of this course is on the principles and practices of applied behavior analysis as they relate to the education of students with severe special needs. Students will be exposed to principles of reinforcement, management programs for increasing and decreasing the frequency of behaviors, schedules of reinforcement, and ethical and responsible use of applied behavior analysis procedures.

*Alec F. Peck*

**ED 380 Functional Implications of Vision Pathology (F: 3)**

This course examines the educational implications of visual dysfunction. Structure and function of the visual system including the neural pathways are examined as a basis for understanding the limitations imposed on the individual by specific visual disorders. Course assists students in the interpretation of ophthalmic and optometric evaluations for individualized educational program planning with students who are visually impaired. An overview of systems for vision stimulation, sight utilization and perceptual motor training is included.

*Richard Jackson*

**ED 384 Teaching Strategies for Students with Multiple Disabilities (F: 3)**

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have multiple disabilities, including deaf-blindness. The areas of gross motor, fine motor, and self-care are emphasized. Medical management of individuals with disabilities and the role of the educator in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement.

*The Department*

**ED 386 Introduction to Sign Language and Deafness (F: 3-S: 3)**

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling and American sign language. Theoretical foundations of total communication will be investigated. Issues related to deafness are presented.

*The Department*

**ED 389 Assessment of Children with Low Incidence Handicaps (F: 3)**

The assessment process, including norm-referenced and criterion-referenced devices for students with severe handicapping conditions is the primary focus of this course. Observation schedules, functional vision and hearing assessments, and environmental inventories are addressed. The relationship of the individual education program (IEP) to the assessment process is stressed. Substantial field work is required in this course.

*The Department*



**ED 390 Movies and Morality**

For educators and parents interested in character formation. How films can be utilized in the moral education curriculum or at home. The course will be based on recent developments in the area of narrative psychology. Specific films will be linked to specific virtues. Students should have access to a VCR. *Not offered 1992-93*

**ED 398 Working with Families and Human Service Agencies (S: 3)**

This course emphasizes work with parents of children with severe special needs. Topics include stages of parental acceptance of handicapping conditions, transfer out of the natural home, chronic sorrow, development of home-based behavior modification programs, and preparation of parents as teachers. A respite care field experience is required of students in the Severe Special Needs program. *Alec F. Peck*

**ED 402 Modern Educational Thought**

A survey of current philosophies of education through the writings of representatives of the major positions. *Not offered 1992-93*

**ED 403 Philosophy of Education (S: 3)**

A consideration of basic issues affecting the definition of aims and agencies with a view to the clarification of priorities in American elementary, secondary and higher education. *The Department*

**ED 407 Curriculum and Instruction in the Secondary School (F, S: 3)**

The course examines issues and practices related to secondary education. Topics include curriculum theory, instructional practice, classroom management, research on teaching, and contemporary issues of the modern secondary school. *Joseph O'Keefe*

**ED 413 Early Childhood Models and Issues (F: 3)**

This course focuses both on models of early childhood education and on the implementation of those models through the design of programs and materials. Students are involved in the development and evaluation of learning environments for the young child and are encouraged to explore their own model of early childhood education. *Not offered 1993-94* *Martha Bronson*

**PY 414 Learning: Theories, Research and Strategies (F, S: 3)**

Basic principles of learning (overview, definitions, research) theories representing the associationist and cognitive traditions, problem solving and thinking skills. *The Department*

**PY 415 The Psychology of Adolescence (F, S: 3)**

An analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory. *William Kirkpatrick*

**PY 416 Child Psychology (F, S: 3)**

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychologi-

cal and social environment. Normal development from conception to adolescence is discussed within the framework of contemporary theories of child growth. *John Travers*

**PY 417 Adult Psychology (F: 3)**

Life cycle theory; psychological needs; physiology; inter-personal relations; androgyny; sex roles and sexuality; vocational needs; family life; integrity and aging; facing death realistically. *The Department*

**ED 419 Student Teaching—Early Childhood (F, S: 6)**

A semester field assignment (300+ clock hours) five full days per week for graduate students in the final semester of the early childhood program. Placements are made in selected area, international, or out-of-state schools and non-school sites. Students are assigned to a full-day experience in an early childhood classroom. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums. *Kilburn E. Culley*

**ED 420 Student Teaching—Elementary School (F, S: 3-6)**

*Prerequisite:* ED 429

A semester field assignment (300+ clock hours) five full days per week for graduate students in the final semester of the elementary education program. Placements are made in selected area, international, or out-of-state schools and non-school sites. Students are assigned to a full-day experience in an elementary classroom. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Taken concurrently with ED 596 or ED 528. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums. *The Department*

**ED 421 Theories of Instruction (F: 3)**

A survey of the literature concerning models of instruction and an investigation of several prominent theories. These would include both philosophical and empirical studies such as Bruner, Piaget, Rogers, Ausubel, and other contemporary theorists. *George T. Ladd*

**ED 422 Internship in Teaching, Secondary (F, S: 3)**

A semester field assignment (300+ clock hours) five full days per week for employed professionals at the secondary school level. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums. By arrangement. *Kilburn E. Culley*

**ED 423 International Study/Research Project in Education (F, S: 3)**

This experience offers graduate students in education the opportunity to study or conduct research with their counterparts in selected countries overseas. Students determine the length of their stay and assume all costs including travel, housing, tuition, and an application fee. By permission only. Application must be made to the Field Office the semester preceding the course. *Kilburn E. Culley*

**ED 426 Music, Art and Movement (F: 3)**

Music theory and practice, art principles and strategies for teaching physical education are presented with a practical focus for elementary teachers. This course utilizes a hands-on approach and reinforces and extends the prepracticum field experience. *Sr. Maryalyce Gilfeather*

**ED 427 Internship in Severe Special Needs (F, S: 3-6)**

A field assignment for employed professionals in the final semester of the severe special needs program. Prerequisites include permission of the program coordinator and successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the internship: by November 30 for spring internships and by April 15 for fall internships. By arrangement. *Philip DiMattia*

**ED 428 Student Teaching Secondary School (F: 3-S: 6)**

A semester field assignment (300+ clock hours) five full days per week for graduate students in the final semester of the secondary education program. Placements are made in selected area, international, or out-of-state schools and non-school sites. Students are assigned to a full-day experience in a secondary classroom. Prerequisites include successful completion of all required pre-practicum field assignments and courses. ED 472 must be taken concurrently, unless waived by the program coordinator. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums. *Kilburn E. Culley*

**ED 429 Graduate Field Lab (F, S: 1)**

A day-a-week pre-practicum field lab for graduate students in the early childhood, elementary, secondary, moderate special needs, severe special needs, and reading specialist programs. The program descriptions above list the courses which relate specifically to this pre-practicum field assignment and which the lab normally accompanies. Placements are made in selected school and teaching-related sites. Application must be made to the Field Office the semester preceding the lab: by November 30 for spring labs and by April 15 for fall labs. *Kilburn E. Culley*

**ED 430 Exploring Science and Social Studies: Early Childhood and Elementary (S: 3)**

Current issues, teaching methodologies, models and materials in science and social studies at the elementary and early childhood levels will be discussed and related to theories of learning. *Joan C. Jones*

**ED 432 Managing Change in Education (F: 3)**

Teachers and administrators are facing a period of massive educational change. Making sense of issues such as outcome-based learning, school choice, mainstreaming, participatory decision making, and global education, among others, presents a complex challenge. This course will enable teachers and administrators to examine many of the issues which call for changes in the way they run schools; enable them to understand the relationship among these issues; and enable them to put these issues into meaningful perspective for their own school setting. *Leo and Elizabeth Gensante*



**PY 440 Principles and Techniques of Counseling (F: 3)**

An introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills, assessment, and treatment planning within a helping model will be emphasized. In addition, group counseling, counseling culturally different populations, as well as legal and ethical dimensions of the profession, will be discussed. Skills training will involve the use of role playing, observation, and practice components. Open to counseling psychology majors only.

*James Mahalik*

**PY 443 Counseling and Group Process with Children (S: 3)**

An introduction to the theories and methods of psychological counseling and intervention with children in school and non-school settings. Practical and ethical issues related to child treatment, methods and problems in evaluating therapeutic outcome, and considerations of cultural and environmental diversity, gender, and exceptionality in developing interventions area addressed.

*Maureen Kenny*

**PY 444 Comparative Personality Theories (F: 3)**

This course will discuss the major theoretical orientations to the study of normal personality development. Psychoanalytic, self psychology and object relations theory, methodological and cognitive behaviorism, humanistic and constructive-developmental theory are examined. This course serves as a foundational course for counseling psychology students.

*Mary Brabeck*

**PY 445 Clinical Child Psychology (S: 3)**

This course is an introduction to the theory and research that provide the context for understanding the socio-emotional problems of children. Particular emphasis on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Implications for clinical practice will constitute a major focus of the course.

*The Department*

**PY 446 Counseling Theory and Process (S: 3)**

*Prerequisite:* PY 440 or equivalent

This course is an introduction to counseling orientations with an emphasis on the major models within the field. Specifically, theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change will be explored in each model. Class format includes lecture/discussion, small group exercises, and analysis of case material from some of the originators of several leading counseling orientations.

*James Mahalik*

**PY 448 Career Development (F, S: 3)**

This course is an introduction to the psychology and sociology of work and career choice, and career development theory and research from childhood through adulthood. Exposure to counseling strategies, career planning resources, and program development in various educational and agency settings.

*The Department*

**ED 450 Introduction to Educational Administration (F: 3)**

This is the first course for students whose major is educational administration and supervision. The course acquaints students with perspectives

in educational administration and supervision over the past twenty-five years, the roles of administrative personnel, the process of administration, leadership behavior, policy formation, and the organization and control of American Education. The course is appropriate as an elective for teachers and other support personnel.

*Joseph O'Keefe*

**ED 451 Personnel Administration (S: 3)**

This course is designed for school personnel preparing for or currently in supervision positions. The major objective of the course is to provide an understanding of the principles, policies, and practices related to procurement, development, maintenance, and utilization of human resources as they apply to school systems.

*Ralph Edwards*

**ED 452 School Finance (F: 3)**

The course will place major emphasis on a study of problems and issues related to school finance at federal, state, and local levels. The course will include an examination of local sources of revenue for schools and the distribution of local aid from the state and federal categorical aid programs.

*Vincent Nuccio*

**ED 453 The Elementary School Principalship (S: 3)**

This course will examine the role and functions of the principal. Current and recent developments in school effectiveness, professional growth, and staff evaluation will be addressed. Case studies will highlight administrative style, and outside forces which influence decision making will be studied. Projects to meet individual needs will be assigned. This course is designed for experienced teachers.

*Ralph Edwards*

**ED 454 The Junior High and Middle School Principalship (S: 3)**

This course will examine the role and functions of the principal. Current and recent developments in school effectiveness, professional growth and staff evaluation will be addressed. Case studies will highlight administrative style and outside forces which influence decision making will be studied. Projects to meet individual needs will be assigned. This course is designed for experienced teachers.

*Ralph Edwards*

**ED 455 The Secondary School Principalship (S: 3)**

This course will examine the role and functions of the principal. Current and recent developments in school effectiveness, professional growth and staff evaluation will be addressed. Case studies will highlight administrative style, and outside forces which influence decision making will be studied. Projects to meet individual needs will be assigned. This course is designed for experienced teachers.

*Ralph Edwards*

**ED 456 Legal Aspects of Educational Administration (F: 3)**

A survey of current legal concepts concerning the rights, duties and liabilities of school personnel in relation to their employing educational agency, their colleagues, their pupils, parents, and the general public. The major focus is on the legal status of the classroom teacher and the school administrator. Use is made of case studies in educational law. This course is designed primarily for teachers, supervisors, and practicing or prospective administrators.

*Charles Smith*

**PY/ED 460 Interpretation and Evaluation of Research (F, S: 3)**

A course designed to improve the Master's student's understanding of the research literature in Education. The course concentrates on the development of the understandings and skills needed by the competent reader of research reports. Emphasis is placed on the accurate interpretation of statistical data and on the evaluation of published research.

This course does not fulfill the doctoral requirement.

*John A. Jensen*

**PY/ED 462 Construction of Achievement Tests (F: 3)**

The major problems of educational measurement, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests of achievement with practical application to classroom use. Basic techniques of test construction.

*Joseph Pedulla*

**ED 463 A Contemporary Issue: Human Values and Ethics in Education**

Ten years ago, the president of Harvard University published an article entitled "Can Ethics be Taught?" He concedes that ethics courses might make students more aware of the human values that underlie moral principles. Ethics courses might equip students to reason carefully in applying such moral principles to concrete cases. His conclusion: "Surely the experiment is worth trying." This course will be an exercise in that experiment. It will synthesize the growing literature treating the necessity of teaching moral principles and human values in our educational system. It will also treat the practical aspects of the subject. Participants are asked to bring to class some very concrete examples of the moral dilemmas they are facing daily in their classroom/school.

*Not offered 1992-93*

*James O'Donohoe*

**PY 464 Intellectual Assessment (F, S: 3)**

*Prerequisite:* Consent of instructor

A critical analysis of measures of intellectual functioning, with a focus on the Wechsler scales. This course is designed to develop proficiency in the administration, scoring and interpretation of intelligence tests and communication of assessment results. In addition, critical questions regarding the use of those instruments, including theories of intelligence, ethics of assessment, and issues in the assessment of minority children, are addressed. Limited to 15 students per section. Counseling and School Psychology majors only. Students must sign up for course in the departmental office four months in advance of enrollment.

*Maureen Kenny*

*Donna Moilauen*

**PY 465 Group Psychological Tests (F, S: 3)**

An introductory course in theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process. Measurement concepts essential to test interpretation. Experience in evaluating strengths, weaknesses and biases of various testing instruments. Laboratory experience in administration, scoring, and interpretation of psychological tests.

*Kenneth Wegner*



**ED 466 Models of Curriculum and Program Evaluation (F: 3)**

An intensive study of the leading models of program and curriculum evaluation, including those of Tyler, Stake, Scriven, Provus, Stufflebeam and Alkin. Their strengths, weaknesses and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria and design.

*George Madaus*

**ED 467 Practical Aspects of Curriculum and Program Evaluation**

*Prerequisite:* ED 466 or consent of instructor

This course will cover the basic steps involved in planning and carrying out a program evaluation. Topics covered will include: identification and selection of measurable objectives, choice of criteria instruments, use of various scores, common problems, out of level testing, analysis of data, interpretation and reporting of data, budgeting. Standards for program evaluation will also be covered. *Not offered 1992-93 The Department*

**PY/ED 468 Statistics I (F: 3)**

An introduction to descriptive statistics. Topics include methods of data summarization and presentation, measure of central tendency and variability, correlation and linear regression, the normal distribution, probability, and an introduction to hypothesis testing. Computer instruction in the VAX operating system and SPSS statistical package are scheduled as a separate laboratory component of the course.

*John Jensen  
Larry Ludlow*

**PY/ED 469 Intermediate Statistics (S: 3)**

*Prerequisite:* PY/ED 468 and computing skills with the VAX operating system and the SPSSX statistical package.

This course is a direct continuation of PY/ED 468 and the computing files built by the student in PY/ED 468 are used in PY/ED 469. Topics include tests of means and proportions, partial and multiple correlations, chi-square goodness-of-fit and contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, analysis of covariance, and elements of experimental design.

*Larry Ludlow*

**PY/ED 470 Statistics Laboratory (F: 1)**

This lab is designed for students who wish to enroll in PY/ED 469 but do not have the necessary computer analysis expertise to meet that prerequisite for PY/ED 469. In general, doctoral students who have had an introductory statistics course elsewhere that did not include the use of SPSS and the VAX operating system would need to enroll in this course. Students enrolled in PY/ED 468 should not enroll in this course.

*The Department*

**ED 471 Learning Dimension: Theory and Practice (S: 3)**

This course will introduce information on adult styles of learning, teaching, and thinking. We will discuss leadership styles and ways to work with teachers for supervision and staff development. We will also include implications for students' learning styles and instruction.

*Kathleen Butler*

**ED 472 Secondary School Pre-Practicum and Seminar (F, S: 1)**

The field pre-practicum assignment taken concurrently with ED 428 during the first two weeks of the semester. Mornings are spent in observation and activities at the school where the student will be undertaking the full practicum. Afternoons are spent in a seminar at Boston College.

*Edward B. Smith*

**ED 473 Teaching Writing (S: 3)**

This course is designed for those interested in improving their ability to teach writing. It includes a review of research on effective teaching practices and communication theory, and it introduces a writing workshop plan for teaching writing. Emphasis is placed on understanding and using the writing process to provide direct instruction in pre-writing, writing, and revising.

*The Department*

**ED 474 Models of Teaching**

This course is designed to introduce the four families of models, as described by Joyce and Weils in *Models of Teaching*: personal models, social models, information processing models, and behavioral models. Each of these models teaches content and thinking in a characteristic way. Students will observe and model some of these instructional methodologies in an effort to expand their repertoire of teaching strategies.

*Not offered 1992-93*

**ED 475 Advanced Behavior Management (S: 3)**

This course deals with the application of behavioral principles with seriously disturbed and severely mentally retarded students. Students are required to establish, implement, and evaluate behavioral programs for seriously handicapped children. Videotaped sessions provide opportunity for analysis and feedback. A heavy emphasis is placed on data-based analysis of student and instructor performance. ED 374 or an equivalent course is a pre-requisite to enrollment. This course requires a heavy field-based component.

*Alec Peck*

**ED 485 Individuals with Learning and Behavior Problems (F: 3)**

This course will provide an introduction and overview to special education. The course will focus primarily on the traditional categories of emotional disturbance, learning disabilities, and mental retardation. Theoretical issues of incidence, educational assessment, etiology and national programming will be discussed. In addition, the significance of federal and state legislation on special education will be discussed.

*John Junkala*

**ED 486 Braille Skills for the Visually Impaired (S: 3)**

Students learn to read and write Grade II literary Braille (visually). Emphasis is on reading readiness, teaching strategies for Braille reading and writing, and materials preparation and adaptation. Students are also acquainted with automated braille transcription using BEX for Apple, Duxbury for DOS and Macintosh OS. This course requires field-based assignments in Braille transcription.

*Eileen Curran*

**ED 487 Blindness and Visual Impairment (F: 3)**

This is a first course in the study of individuals with visual disabilities. The first half of the course examines the evolution of services in terms of

quality and effectiveness. The second half of the course focuses on psychosocial development and adjustment. The intent of professional style of service delivery.

*Richard Jackson*

**ED 488 Theories and Strategies for Teaching Emotionally Disturbed Students (S: 3)**

This class includes discussion of specific syndromes, such as autism, hyperactivity, and withdrawal. Particular attention is paid to educational interventions. Modules include assessment of learning problems frequently encountered in students with emotional disturbance, and special strategies that effectively result in de-escalation of behaviors so as to prevent destructive conflict.

*Philip DiMattia*

**ED 490 Teaching Strategies for Students with Multiple Disabilities II (S: 3)**

This course is a continuation of ED 384. The social/emotional and cognitive domains are emphasized. Prevocational, vocational, and long-term planning concepts and their teaching ramifications as they relate to the multihandicapped are addressed.

*The Department*

**ED 491 Practicum: Multihandicapped (F: 3)**

This is an eight-week, full-time practicum with multihandicapped children who are served by a variety of program prototypes. Students in this practicum are required to use a structured language program with one child from the setting. By arrangement

*The Department*

**ED 492 Organization and Administration of Services for Multihandicapped and Deaf/Blind Programs (S: 3)**

The histories of deaf, blind, and deaf/blind services are presented. Various etiologies of deaf-blindness are discussed along with their implications for interventions with persons with deaf-blindness. Legislation and litigation relating to special services for multi-handicapped are overviewed. Students complete a project relating to services for persons with multiple disabilities. By arrangement

*The Department*

**ED 494 Language Acquisition (F: 3)**

This course will investigate the way in which normal children acquire the sounds, structures and meanings of their native language from birth to early childhood. The stages of language acquisition will be discussed in light of 1) the organization and description of adult language, 2) biological and cognitive development and 3) universal and individual patterns of development. Discussion of theoretical issues in language acquisition will be supplemented with representative data samples from each stage of development in an attempt to determine which of the theories best accounts for the data.

*The Department*

**ED 495 Human Development and Handicapping Conditions (F: 3)**

Human development from conception through adolescence with concern for the results of physiological malfunction at any stage of development. Presentations, discussions, readings and observations will permit the student to understand the most prevalent handicapping conditions. Included is a consideration of aids and prosthetic devices and medical interventions employed by those with sensory and/or motor handicaps.

495.01 (Moderate/Generic) *Jean Zedig*

495.02 (Severe/Multihandicapped) *Bruce Cushman*



**ED 501 Handicapped Internship—Moderate Special Needs (F, S: 3)**

A field assignment five full days per week for employed professionals in moderate special needs education. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the internship: by November 30 for spring and summer internships and by April 15 for fall internships.

*Jean Mooney*

**ED 502 Handicapped Internship—Generic Educator (F, S: 3)**

A field assignment five full days per week for employed professionals in generic special needs education. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the internship: by November 30 for spring internships and by April 15 for fall internships.

*Jean Mooney*

**ED 503 Generic Special Needs Field Practicum (F, S: 6)**

A field assignment five full days per week for graduate students in the final semester of the mild and moderate special needs education program. Placements are made in selected area, international, or out-of-state schools and non-school sites. Students are assigned to a full-day experience in a special needs setting. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums.

*The Department*

**ED 504 Moderate Special Needs Field Practicum (F, S: 3)**

A field assignment five full days per week for graduate students in the final semester of the moderate special needs education program. Placements are made in selected area, international, or out-of-state schools and non-school sites. Students are assigned to a full-day experience in a moderate special needs setting. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring and summer practicums and by April 15 for fall practicums.

*The Department*

**ED 505 Student Teaching: Visually Impaired (F, S: 3)**

This experience is designed to acquaint the student with the multiple responsibilities of the teacher/consultant in school settings. The intent is to place students in a supervised situation which enables the development of competencies as a teacher/consultant. This is typically a full-time placement of ten weeks' duration in compliance with NCATE standards developed by DVH/CEC. Students also participate in a biweekly seminar examining topics related to clinical practice.

*Richard Jackson*

**ED 506 Student Teaching: Multihandicapped and Deaf/Blind (F, S: 3)**

*The Department*

**ED 515 Seminar in Moral Education (F: 3)**

Topics will include theories of moral growth and moral education, moral education and sex education curriculums, the influence of stories on character formation, the relation of morality to religion, and the debate over values versus virtue.

*Not offered 1993–94*

**ED 520 Elementary and Early Childhood Mathematics Methods (F: 3)**

The methodology, content and materials utilized in teaching mathematics to early childhood and elementary age children are presented.

*Michael Schiro*

**ED 521 Developmental Reading Instruction (F: 3)**

This course examines components of a classroom reading program. Topics include approaches to beginning reading, basic reading strategies, diagnostic-prescriptive teaching, and research on current trends in reading instruction. May require field-based assignments. ED 521.01 is designed for inexperienced teachers. ED 521.02 is designed for experienced teachers and advanced graduate students.

*Lea McGee*

*John Savage*

**ED 523 Administrative Supervision (F: 3)**

The course is designed for school personnel preparing for or currently in supervisory positions such as principals, supervisors, department heads, and team leaders. It deals primarily with supervision of teachers at various school levels.

*Joan C. Jones*

**PY 543 Psycho-Educational Prescriptions (S: 3)**

The focus is on techniques of synthesizing psychological and educational information into an effective, individually appropriate educational plan for children with special needs. Individual case study methods will be utilized. *Not offered 1993–94*

*The Department*

**PY 547 Practicum/Internship in School Psychology-I (F: 3)**

*Prerequisite:* Consent of Program Coordinator

Beginning field experience in School Psychology. Students are placed in comprehensive K–12 school systems under the supervision of a practicing, certified school psychologist. Placements are in off-campus sites and require the student to be available at least two days per week during regular school hours (8 a.m.–3 p.m.). Boston College School Psychology majors only.

*The Department*

**PY 549 Psychopathology (F, S: 3)**

*Prerequisite:* PY 444 or equivalent

This graduate course examines selected DSM III disorders and considers diagnostic issues, historical changes, theoretical perspectives and research. Through case examples students will learn to conduct a mental status examination, diagnose, and interpret various forms of psychopathology. Counseling Psychology majors only.

*The Department*

**ED 550 Management Use of Computers in Education (F: 3)**

What is the present and future role of computers in educational administration and management? In this course, this question is addressed in a variety of ways: through readings, lectures, discussion, and particularly through hands-on experience in using microcomputers. Students will be

given experience and assignments concerning word processing, telecommunications, databases and spreadsheets for educational management purposes. The machine used in this course by most students will be the Apple Macintosh, but for most of the assignments, with the instructor's approval, other machines and software may be used. No prerequisites.

*Walter Haney*

**ED 557 The Administrator's Role in Curriculum Development (S: 3)**

This course emphasizes models of curriculum design, implementation, and evaluation from the perspective of the Catholic School administrator. The course examines research on Catholic Schools, curriculum development, thinking skills, and learning styles. Students have the opportunity to design a values oriented curriculum project applicable to their particular settings. Primarily for Catholic School Leadership Program.

*Kilburn Culley*

**PY/ED 560 Issues in Testing (S: 3)**

A consideration of substantive and methodological issues in the measurement of intelligence, aptitude, achievement, personality, and other affective constructs. Also, bias, testing of linguistic and cultural minorities, certification testing, item banking, and computerized testing. *Not offered 1993–94*

*George Madans*

**PY/ED 561 Evaluation and Public Policy (S: 3)**

This course will deal with the conceptual, theoretical, and methodological issues underlying the use of social science research and evaluation studies to inform public policies at the federal, state, and local levels. Case studies in which evaluation results have been used to justify new programs or existing ones will be stressed.

*The Department*

**PY/ED 565 Quantitative Data Collection Procedures: Theory and Practice (F: 3)**

Concepts of reliability, validity, measurement error, sampling error, derived scores, norms and other measurement concepts are examined in terms of their applicability to the development and selection of tests, scales, questionnaires, check lists and other data collection procedures commonly used in educational research. *Not offered 1993–94*

*John A. Jensen*

**PY 567 Psychological Assessment of Preschool Children**

Individual measures of the psychological development of children from infancy to preschool age (3 to 6 years) will be reviewed with emphasis on the administration, scoring, and interpretation of tests (e.g., Brazelton, Bayley Scales, the Stanford-Binet Intelligence Scale and the McCarthy Scales of Children's Abilities.) *Not offered 1992–93; next offered 1993–94.*

*The Department*

**ED 569 Expectations and Evidence for Educational Technology (S: 3)**

The history and social role of technology in American society will be briefly reviewed. The course then focuses on several generations of educational technology, including science laboratories, educational television and educational computing—and examines expectations and evidence regarding their educational effectiveness. Reasons for the contrasts between expectations and evidence will be examined. Students will undertake a project for the course on some aspect of educa-



tional technology. The project will include both a literature review and some kind of research, using historical, survey, case study or experimental methods.

*Walter Haney*

**ED 576 Clinical Supervision for Cooperating Practitioners (F, S: 3)**

This course is designed to provide cooperating school practitioners the supervision skills needed to assist student teachers assigned to their classrooms. By permission only.

*Kilburn Culley*

**ED 577 Elementary Field Internship (F, S: 3)**

A semester field assignment (300+ clock hours) five full days per week for employed professionals at the elementary school level. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the internship: by November 30 for spring internships and by April 15 for fall internships.

*Kilburn Culley*

**ED 578 Curriculum Theory (S: 3)**

An introductory course in curriculum theory that covers such topics as ideologies of curriculum workers, the curricular structure of educational environments, methods of curriculum development, types of curriculum materials, evaluation of curriculum materials, and styles of curriculum evaluation.

*Michael S. Schiro*

**ED 579 Educational Assessment of Learning Problems (F: 3)**

This course focuses on the development of teacher skills in task analysis, informal and formal non-discriminating educational assessment, and the interpretation of psychoeducational data across the range of mildly and moderately handicapping conditions. Students administer a variety of instruments currently in use in elementary and secondary schools.

*Jean Mooney*

**ED 580 Teaching the Special Needs Child in the Regular Classroom (F: 3)**

This course is designed to give the elementary school teacher an understanding of the major instructional needs of mainstreamed special students. Emphasis is given to the role of the teacher as observer, manager and instructor. Through the pre-practicum experience, students develop skills in adapting instruction, managing classroom behavior, promoting social acceptance, and coordinating the classroom learning environment.

*Jean Mooney*

**ED 586 Curriculum Research Seminar: Mathematics and Literacy Education**

This course will explore relationships that might exist among the fields of mathematics education and literacy education (reading and the language arts). Students will both participate in ongoing research projects and carry out their own research projects. The major content areas that will be examined will be the similarities and differences between the curriculum materials that exist in literacy and mathematics education, the instructional procedures advocated for use in the two fields, the research traditions of the two fields, and the myths that guide practitioners within the two fields. *Not offered 1992-93; next offered 1993-94*

*Michael Schiro*

**ED 587 Remedial Strategies (S: 3)**

*Prerequisite:* ED 579 or the equivalent

Oriented toward the development of Individual Education Programs (IEP) including remediation of basic skills, content area modification, cognitive and metacognitive learning strategies, and monitoring techniques. By permission only

*Jean Mooney*

**ED 588 Curriculum and Instructional Strategies for the Visually Impaired (S: 3)**

This course covers special subject matter adjustments and the "plus curriculum" of special skills for the visually handicapped learner. Activities include task analysis of special curriculum needs and writing adaptations to regular education curriculum. This course includes a prepracticum experience in materials adaptation in local public school programs.

*The Department*

**ED 589 Behavior Management Strategies (F: 3)**

A study of the theoretical concepts and practical applications involved in classroom management. Methods studied include behavior modification, Life Space Interviewing, social learning, and Reality Therapy.

*Alec F. Peck*

**ED 593 Introduction to Speech and Language Disorders (S: 4)**

Based on the development of normal children, this course will explore dysfunctions of speech and language which interfere with normal communication and learning processes. Both the evaluation of language performance and the remediation of language deficits will be stressed. Students with prior course work in normal language acquisition may take this course for 3 credits.

*Anthony Bashir*

*Kristine Strand*

**ED 597 Guided Studies in Curriculum, Administration or Special Education (F, S: 1-6)**

Under the guidance of a faculty member the student explores in depth the literature pertaining to some particular phase or issue regarding curriculum, administration, or special education. Credits to be determined. By arrangement.

*The Department*

**ED 598 Introduction to Audiology (S: 3)**

The course is designed to assist those individuals who are working with the hearing impaired in an educational setting. Topics covered will include: basic acoustics, basic audiology, anatomy and physiology, etiology, pathology, and psycho-educational implications of hearing loss, pediatric audiology and hearing aids. The course assumes no prior training in audiology and is intended for special education majors, but is open to all interested students.

*The Department*

**PY/ED 601 Technical Issues in Educational Policy Decisions (S: 3)**

*Prerequisite:* One year of statistics (PY/ED 468, PY/ED 469)

Educational policy decisions assume models of the teaching and learning processes that are derived from educational research and theory. Underlying such decisions are technical issues that flow from logical analysis to understand the potential effectiveness of an educational policy. This course will explore the technical issues involved in currently contemplated policies such as a national test. Technical issues will include equating different tests, test fairness, test validity, evaluating school performance, and standard setting.

*Albert Beaton*

**PY/ED 604 Secondary Data Analysis (F: 3)**

*Prerequisite:* One year of statistics (PY/ED 468, PY/ED 469)

Many well-designed and implemented educational data bases are now available for secondary data analyses. This course will review the advantages and disadvantages of using such data bases and present methods for acquiring and using the data from the National Assessment of Educational Progress, the National Longitudinal Study of the Class of 1972, the High School and Beyond Study, the National Educational Longitudinal Study of 1988 and other available data bases.

*Albert Beaton*

**PY 611 Development and Learning in Infants and Preschoolers (S: 3)**

*Prerequisite:* PY 416

Knowledge of development during infancy and early childhood is essential for an understanding of later behavior. This course will focus on the development of learning abilities, attachment, exploratory behavior, play and social development.

*Beth Casey*

**ED 625 Managing Emerging Technologies**

This is an opportunity to study both the emergence and evolution of educational technologies including newer interactive computer systems, satellite delivery systems, and older technologies such as broadcast television or the telephone. Technologies will be reviewed with emphasis on decision making on budget, organization, manpower, time, facilities and maintenance as well as selection of systems for maximum effectiveness in the educational setting. *Not offered 1992-93*

**PY 640 Seminar in Group Counseling and Group Theory (F, S: 3)**

*Prerequisite:* Consent of instructor. Advance sign up in Counseling Psychology Office required. Limited to 15 students.

Students participate in a 9-week experimental group led by the instructor which focuses on group dynamics and the development of group norms. The remaining weeks of the semester involve discussions of the group experience and leadership role in the context of small group theory and research.

*Bernard O'Brien*

**PY 643 Practicum in School Counseling N-9 (F, S: 3)**

*Prerequisites:* PY 440, PY 443, PY 448, PY 464 and consent of Program Coordinator. Sign up four months in advance in Campion 309.

Open only to Boston College Counseling degree students seeking certification in school guidance counseling grades N-9. Practicum involves placement in a comprehensive school system half time in both fall and spring semesters. The fall semester includes a practicum field experience. Minimum hours of practicum are 200 per semester. Students enroll for 3 credit hours each semester.

*The Department*

**PY 644 Practicum in School Counseling, 5-12 (F, S: 3)**

*Prerequisites:* PY 440, PY 446, PY 448, PY 465 and consent of the Program Coordinator. Sign up four months in advance in Counseling Psychology Office.

Open only to Boston College counseling degree students seeking certification in school guidance counseling grades 5-12. Practicum involves placement in a comprehensive school system half



time in both fall and spring semesters. The fall semester includes a prepracticum field experience. Minimum hours of practicum are 200 per semester. Students enroll for 3 credit hours each semester.

*The Department*

**PY 646 Practicum in Counseling Adolescents and Adults I (F: 3)**

*Prerequisite:* PY 440, PY 446, PY 448, PY 465 and consent of the Program Coordinator.

Sign up in Campion 309 four months in advance of enrollment. Open only to Boston College Counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 200 clock hours are required for the course.

*The Department*

**PY 647 Practicum/Internship in School Psychology II (S: 3)**

*Prerequisite:* PY 540, PY 464, PY 547, consent of the Program Coordinator.

Second field experience in School Psychology. Students will sign up four months in advance of enrollment. Students are placed in a comprehensive K–12 school system under the supervision of a practicing, certified school psychologist. Placements are in off-campus sites and require the student to be available at least two days per week during regular school hours (8:00 a.m.–3:00 p.m.). Boston College School Psychology majors only.

*The Department*

**PY 648 Practicum in Counseling Children (F: 3)**

*Prerequisite:* Consent of Director; PY 440, PY 443, PY 448, PY 464; and consent of the Program Coordinator. Sign up in Campion 309 four months in advance of enrollment.

Open only to Boston College Counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 200 clock hours are required for the course. Students work under direct supervision with actual clients, parents, and others.

*The Department*

**PY 649 Health Psychology: Counseling Issues (F: 3)**

An examination of the role of psychology in the health care system from empirical and clinical perspectives. The cognitive, emotional and social factors that contribute to wellness and illness will be addressed. The psychological issues involved in the treatment of acute, chronic, and terminal illness, and in the development of illness-prevention strategies will be explored. The dilemmas encountered by special populations in the health care system (e.g. people with AIDS, poor families, alcohol and drug abusers) will receive special emphasis.

*Mary Walsh*

**ED 653 Personal Aspects of School Administrators**

This course offers the opportunity to reflect on various aspects of adult development—personal, moral, and spiritual. Theories of Levinson, Kohlberg, Gilligan, and Fowler will be explored with emphasis on their application to the experience of school administrators, in reference to their own personal development and the development of those for whom they are responsible.

*Not offered 1992–93*

**ED 656 Administration of Local School Systems (F: 3)**

The superintendent of schools has many audiences—the school board, parents, teachers, community, and students, among others. This course will examine the relationship of the superintendent of schools with many publics through the utilization of readings, experiences, field trips and visiting lecturers.

*Ralph Edwards*

**PY 662 Projective Assessment (S: 3)**

*Prerequisite:* Intellectual Assessment

Theory, administration and interpretation of commonly used projective measures, including thematic, drawing, and sentence completion techniques. Students will learn how to integrate findings from cognitive and personality measures and to communicate results in a written report. Critical issues in the use of these measures, including ethical, psychometric, social and legal concerns will be addressed. Case material will be used to illustrate the clinical applications of projective techniques. Limited to students in Counseling and School Psychology.

*Maureen Kenny*

**PY 663 Neuropsychological Assessment**

Emphasis on neuropsychological evaluation. Review of central nervous system development covering both structure and function. Evaluation techniques for diagnosis of brain dysfunction including visual, auditory, motor, language processes. Implications of these assessments for learning disability and emotional functioning. Review of case materials. Enrollment limited to 20. Permission of instructor required. *Not offered 1992–93; next offered 1993–94.*

*Irving Hurwitz*

**PY/ED 664 Design of Experiments (S: 3)**

*Prerequisite:* One year of statistics (PY/ED 468, PY/ED 469)

This course will present a survey of methods of experimental design, including theoretical foundations, statistical analyses, and practical applications. Topics include basic experimental and quasi-experimental designs, sampling, and randomization techniques, power analysis, analysis of variance and covariance, and the validity of inferences. Practical issues such as missing data and the salvage of experiments will also be covered.

*Not offered 1993–94*

**PY 665 Personality and Interest Assessment (F: 3)**

*Prerequisite:* PY 465 or equivalent

A review of theories of personality and interest measurement in counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality and interest inventories. Laboratory experience in use and interpretation of selected inventories.

*Kenneth Wegner*

**ED 666 Courseware Authoring**

This course covers the use of computer authoring tools to develop educational software. Principles of programmed instruction and instructional design will be covered and after instruction concerning specific authoring tools, students will develop an instructional software program using Hypercard on the Apple Macintosh or some other authoring tool (such as PILOT) on the Apple II or IBM-PC machines. *Not offered 1992–93*

**PY/ED 667 Introduction to Multivariate Statistical Analysis (F: 3)**

*Prerequisite:* One year of statistics

This course addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover simple and multiple regression models: matrix operations; parameter estimation techniques; sources of multicollinearity; residual analysis techniques; partial and semipartial correlations; variance partitioning; dummy, effect, and orthogonal coding; and analysis of covariance.

*Larry Ludlow*

**PY/ED 668 Topics in Multivariate Statistical Analysis (S: 3)**

*Prerequisite:* One year of statistics, and PY/ED 667 or equivalent.

This course provides lectures and examples in, and student analyses addressing: multiple group discriminant analysis, principal components and common factor analysis, multivariate analysis of variance, multidimensional scaling, and cluster analysis. *Not offered 1993–94*

*Larry Ludlow*

**PY/ED 669 Psychometric Theory**

*Prerequisite:* One semester of statistics and one semester of test construction

This course presents a study of theoretical concepts, statistical techniques, and practical applications in educational and psychological measurement. General topics include the history of measurement, Thurstone and Guttman scales, true-score theory and item response theory models. Specific topics include Rasch model parameter estimation, residual analysis, item banking, equating, and computer adaptive testing.

*Not offered 1992–93; next offered 1993–94.*

*Larry Ludlow*

**ED 675 Consultation and Collaboration in Education (S: 3)**

This course provides students with a conceptual framework and specific strategies for participating in multi-disciplinary evaluations of students, engaging in consultation and collaboration with students, parents and professionals in a variety of roles. Case studies include a broad range of students with special needs related to cultural/linguistic differences, economic disadvantage, and handicapping conditions. Consideration is given to issues of professional development and ethical standards.

*John Junkala*

**ED 682 Administrative Internship: Multihandicapped and Deaf/Blind (F, S: 6)**

A twelve-week internship in an administrative capacity with a program serving multihandicapped children. Students will be able to locate throughout the Eastern half of the United States and will participate in planning and evaluation of programs. Limited to students in the Multihandicapped Deaf-Blind Program. By arrangement

*Barbara McLetchie*

**ED 685 Multidisciplinary Approach to Mental Retardation (F: 3)**

*Prerequisite:* Consent of the instructor

Taught by multidisciplinary staff of the Development Evaluation Clinic, Children's Hospital Medical Center. Considers etiology, study, and treatment of retarded children and the coordination of community services for their welfare.



Opened to advanced graduate and post graduate students in the professional disciplines serving handicapped children. Students are supervised in observation and participation in a variety of clinical activities. Taught at Children's Hospital.

*Jean Zadig*

**ED 686 Augmentative Communication for Persons with Severe Disabilities (S: 3)**

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students are exposed to communication assessments for persons with severe disabilities. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

*Barbara McLetchie*

**ED 690 Seminar in Multidisciplinary Monogement Strategies (S: 3)**

*Prerequisite:* Permission of instructor

This course presupposes a high level of professional competence of each student in his or her own discipline. Seminar meetings chaired by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Designed to educate representatives of the medical and behavioral sciences in the roles played by other professions who serve handicapped children and their families. Observations and participation in the study of selected children are used to develop awareness of and appreciation for the contributions of each discipline. Taught at Children's Hospital.

*Jean Zadig*

**ED 720 Curriculum Theory and Philosophy (S: 3)**

An advanced-level course in curriculum theory covering such issues as ideologies of curriculum developers, methods of curriculum development, types of curriculum materials, styles of curriculum evaluation, and theories of the curriculum change process. For persons with teaching or curriculum experience.

*Michael S. Schiro*

**ED 721 Remedial Reading Techniques (S: 3)**

Methods and materials appropriate for reading-disabled students, grades 1-12, will be studied. Techniques for those with severe skill deficiencies as well as those with milder problems will be considered. Issues and research related to remedial reading introduction will be explored.

Students will utilize existing approaches and devise their own.

For students in the Graduate Reading Program, this is a pre-practicum and requires field-work.

*Lea McGee*

**ED 724 Practicum in Educational Technology (F, S: 3)**

A field-centered study of applications and uses of technology in a variety of settings. Students will have the option of working with technology in an educational setting-instructional or administrative, in business or industry, or in any organization that offers a career opportunity for graduates of this program. The work of the students will be closely supervised by faculty members and by cooperating field practitioners. By arrangement

*Walter M. Haney*

**ED 725 Reading Practicum (F, S: 6)**

A field assignment five full days per week for students in the Graduate Reading Program. Students

are assigned to a full-day experience working in a setting in the role of a consulting teacher of reading. Candidates work under the joint supervision of a cooperating practitioner and a University supervisor. Approval of the Reading Program Coordinator is required. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums.

*John F. Savage*

**ED 726 Reading Internship (F, S: 6)**

A semester field assignment five full days per week for professionals employed as consulting teachers of reading. Approval of the Reading Program Coordinator is required. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums.

*John F. Savage*

**ED 727 Seminar in Science Education (S: 3)**

Restricted to individuals who have a science education emphasis in their graduate programs. Implications of current problems, issues and research in science education will be investigated.

*George T. Ladd*

**ED 729 Controversies in Curriculum**

The course examines alternatives to the traditional conceptions of curriculum, teaching and learning which have arisen over the past 20 years. The readings focus on four areas: the influence of culture on curriculum, critical or radical approaches to curriculum, teaching and learning, relationships between literary and aesthetic theory and education and feminist writings on curriculum, teaching and learning. *Not offered 1992-93*

*Ralph Edwards*

**ED 730 Theological Foundations of Catholic Educational Ministry**

This course is an invitation to reflect on the elemental theological rationale for Catholic School ministry, on visions and tactics for teaching and on institutional ethics. For experienced school personnel, the course is an opportunity to rekindle "the dreams of youth." For those newly engaged in school ministry, the course will provide a comprehensive framework. *Not offered 1992-93*

**PY 740 Psychology of Women (S: 3)**

An examination of major theories and research topics in the field of the psychology of women: sex differences in achievement, morality, cognition, aggression, and psychopathology; theory and research on origins of sex differences; sex and racial bias in diagnosis and treatment; women's issues and implications for counseling; methodological issues in conducting research in the above areas. *Open to doctoral students only in 1993-94.*

*Mary Brabeck*

**PY 741 Advanced Seminar in Psychopathology (F: 3)**

A developmental approach to understanding psychological disorders across the lifespan. The course will examine the relationship among the social, emotional and cognitive competencies that are important to achieving adaptation at each

developmental level. Consideration of special populations, e.g., culturally diverse, homeless, people with AIDS. For advanced doctoral students.

*Mary Walsh*

**PY 743 Seminar in Counseling Families (S: 3)**

A study of basic family system theory and intervention strategies. Didactic approach includes role playing and case presentations. Concurrent clinical involvement with families is recommended.

*Mary Walsh*

**PY 744 Psychology of Aging**

This course is open to Master's and doctoral level students who plan to work with an elderly population. A developmental approach to adult transitions from young to middle to old age will be stressed. Topics will include developmental crises of physical change; pre-retirement, post-retirement issues; alienation, loneliness, grief, depression, and approaching death. Theories of coping and adjustment will be approached from a preventative health care perspective. *Not offered 1992-93; next offered 1993-94. The Department*

**PY 745 Biological Bases of Behavior (F: 3)**

This course will survey biological influences in a number of behavioral areas both normal and abnormal. Genetic, neurological and psycho-physiological theory and research will be reviewed as these apply.

*Irving Hurwitz*

**PY 746 Practicum in Counseling Adolescents and Adults II (S: 3)**

*Prerequisite:* PY 646 and consent of the Program Coordinator.

This is the first advanced practicum in psychological services and counseling with adolescents and adults. Students must sign up in Campion 309 at least four months in advance of registration. Placements are in off-campus sites and require the student to be available at least two days per week (200 clock hours) during normal working hours. Boston College Counseling majors only.

*The Department*

**PY 747 Practicum/Internship in School Psychology III (F: 3)**

*Prerequisite:* PY 547, PY 647, and the consent of the Program Coordinator. Students must sign up in Campion 309 at least four months in advance of registration.

Students are placed in a comprehensive K-12 school system under the supervision of a practicing certified school psychologist. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (8:00 a.m.-3:00 p.m.). Boston College School Psychology majors only.

*The Department*

**PY 748 Practicum in Counseling Children II (S: 3)**

*Prerequisite:* PY 648 and consent of the Program Coordinator; sign up four months in advance in Campion 309. Boston College Counseling majors only.

This is the first advanced practicum in counseling and psychological services with children. Placements are in off-campus sites and require the student to be available at least two days per week (200 clock hours) during normal working hours.

*The Department*



**ED 750 Practicum in Educational Administration and Supervision (F, S: 3)**

A guided field experience which enables students to meet one of the certification requirements for the role of Supervisor/Director, Principal (N-6) (5-9) (9-12), School Business Administrator, Superintendent-Assistant Superintendent. A practicum is needed for each role together with approved required courses. The student will spend at least 150 clock hours at the practicum site and be awarded three graduate credits upon successful completion. The practicum will be supervised and evaluated by a faculty supervisor and cooperating practitioner. Students will be assigned clear administrative responsibilities for at least one-half of the practicum and full responsibilities for one or more assignments for a substantial part of the practicum. Performance is evaluated using Massachusetts Department of Education standards. Application for placement must be completed by April 15 for fall or first semester placement and by November 1 for spring or second semester placement. By arrangement.

*The Department*

**ED 755 Administrative Theory and Leadership (F: 3)**

This course is designed to study theories of administration and the historical changes that have taken place in them during the last fifty years. Research behind the theories will be addressed.

*Mary Griffin*

**ED 763 Rorschach Testing (S: 3)**

*Prerequisite:* Projective Testing. The clinical use of the Rorschach Test for personality assessment of children and adults.

See Boston College Summer Session Catalog.  
*The Department*

**ED 770 History and Theory of Higher Education (F: 3)**

The objectives of this course are: an understanding of the evolution, functions, and problems of various types of higher education institutions; an appreciation of the role of higher education in promoting civic, economic and cultural life in a free society; an insight into the theoretical issues relative to purposes and methods of higher education; and an acquaintance with the major trends in college curriculum and instructional practice.

*Edward Power*

**ED 771 Organization and Administration of Higher Education (F: 3)**

This course is designed to address patterns of organization and administration of institutions of higher education. Institutional characteristics and locus of decision-making will be examined.

*Mary Griffin*

**ED 772 Student Affairs Administration (S: 3)**

An interdisciplinary study and analysis of student personnel services and student development programs in higher education. The course will focus on the student affairs profession—its history, philosophy, and ethical standards, the services it provides, and its practitioners. Special attention will be given to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal and technological environment of higher education affect fundamental issues in professional practice. The investiga-

tion of theory, research, and current issues in student affairs will be supplemented by an overview of student functions in colleges and universities. Required course for all M.A. candidates in Higher Education.

*Karen Arnold*

**ED 773 College Teaching (S: 3)**

Planning, organizing, delivering, and evaluating learning experiences for college students will be examined with special emphasis on research findings and new technologies.

*The Department*

**ED 774 The Community-Junior College (S: 3)**

An examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

*The Department*

**ED 776 Critical Issues Within Continuing Education (F: 3)**

Student demographics and trends for the nineties commit institutions to recruiting non-traditional students who seek the necessary tools to improve the quality of their personal and professional lives. Surveying the factors affecting this growth include determining organizational structure; assessing continuing education units; analyzing political complexities; uncovering unique adult learning styles and behavior; committing funds to adult learning programs; and encouraging cooperation between agencies. The comparative advantages of educational services offered by libraries, associations, businesses, proprietary schools and universities will be contrasted.

*James Woods, S.J.*

**PY 778 Theories in Student Development (F: 3)**

An intensive introduction to the theoretical and research literature in college student development and related interdisciplinary fields. Basic concepts, theory, and current research in the field will be studied and discussed. Special attention will be given to the implications of ethnicity, age, gender, and other individual differences on the development of students. Required course for all students in Higher Education.

*Karen Arnold*

**ED 779 Global and Comparative Systems in Higher Education (S: 3)**

This course is a systematic attempt to examine how higher education systems are organized and governed in a variety of countries. A cross-national inquiry will allow us to understand the unique components and institutional characteristics. Further, how each system itself determines action and change and thereby shapes a certain institutional form will be the focus of this course.

*Ted I.K. Youn*

**ED 782 Student Teaching: Intense Special Needs (F, S: 3)****ED 783 Internship: Educator of the Visually Handicapped (F, S: 3)**

The advanced student in the Educator of the Visually Handicapped Program is assigned to a school for teaching/consultant experiences under the supervision of the cooperating school staff as well as B.C. Faculty. By arrangement

*Richard M. Jackson*

**ED 800 Readings and Research in History and Philosophy of Education (F, S: 3)**

Open only to advanced doctoral students. By arrangement.

*The Department*

**PY 811 Seminar in Effects of Early Experience**

This course is divided into two parts, both dealing with different types of early experiences. The first part deals with the recent status of heredity-environment controversies in the areas of race, social class and sex differences. The second part involves an in-depth analysis of stress factors during the early years. Poverty and methods of early intervention are discussed. Family stress factors such as divorce and day care are analyzed from a family systems approach, and the effects of alternative family-rearing patterns such as single parent families and step-families are analyzed. *Not offered 1992-93; next offered 1993-94.*

*Beth Casey*

**PY 813 Seminar in Social Development and Parenting**

This seminar will focus on the social development of the child and the influence of parenting variables on social development. The course will begin with an examination of theoretical perspectives (psychoanalytic, social learning, cognitive developmental, and ethological) and will then turn to a critical examination of current research in social cognition and current methods of studying social interaction in children. *Not offered 1992-93; next offered 1993-94.*

*Martha Bronson*

**PY 814 Seminar in Psychology of Adulthood (S: 3)**

*Prerequisite:* Permission of the instructor

Topics will include: historical and cross-cultural perspectives, life cycle theory; psychological needs; physiology; interpersonal relations; androgyny; sexuality; vocational needs; generativity; deviant behavior; family life; integrity and aging; facing death; and the special educational needs of adults. *Not offered 1993-94*

*John Dacey*

**PY 817 Seminar in Adolescent Psychology**

In addition to reviewing theory and recent research, students will participate in a research project on adolescence. *Not offered 1992-93; next offered 1993-94.*

*John Dacey*

**ED 819 Educational Change: The Communication of Innovations (S: 3)**

*Prerequisite:* ED 720, ED 914, or consent of instructor

This course will examine how change that effects occupational behavior takes place within organizations and individuals as a result of the intentional behavioral interventions of change agents. Both theoretical frameworks and case studies will be examined to help course participants obtain a perspective on possible roles they might take as educational change agents and the type of responses that might be expected from such interventions. Ways of obtaining both monetary funding and community/organizational support for innovation projects will be examined.

*George T. Ladd*

**ED 821 Practicum in Science Education (Independent Study) (F, S: 3)**

A specialized course for graduate students wishing to carry out supervised independent curriculum development, in-service training of teachers, proposal writing, and/or research in the field of Science Education or related areas. The seminar meetings will be devoted to discussions centering on the various student projects and their implications to each other and the field in general. The



student is asked to get the consent of the instructor before registering for the course.

*George T. Ladd*

**PY/ED 829 Design of Research (F, S: 3)**

This course considers topics pertaining to the conduct of research. Topics examined will include stating research problems and hypotheses, sampling strategies, operationalizing variables, ethical concerns in conducting research, and the limits of research. A large part of the course is devoted to methodological strategies associated with varied research designs, including qualitative, historical, single subject, survey, experimental, quasi-experimental, and correlational. *John A. Jensen*

**PY 840 Seminar: Professional Issues in Counseling Psychology (F: 3)**

*Prerequisite:* Consent of Director of Training

An advanced seminar focusing primarily on ethical and legal issues in counseling psychology. Topics will also include: certification and licensing, accreditation, professional identity, the history of counseling psychology, and future developments in professional psychology. Open to doctoral students in counseling psychology only.

*The Department*

**PY 841 Seminar in Evaluation and Research in Counseling (F: 3)**

*Prerequisite:* Doctoral students in Counseling Psychology only. Sign up in the Counseling Psychology office in advance.

A study of experimental designs in psychotherapy research, uniformity assumptions, process-outcome confusion and criterion measurements. Methodological approaches include naturalistic-correlational studies and observations, generalist-manipulative and factorial designs as well as single case design. An examination of research on counselor characteristics, client variables and treatment approaches. *Bernard O'Brien*

**PY 842 Seminar in Counseling Theory (S: 3)**

*Prerequisite:* Doctoral students in Counseling Psychology only. Sign up in Campion 309 in advance.

An analysis of major theories of counseling and psychotherapy. Students will be asked to explore these theories from the perspective of their position in the history of psychology and in light of their current usefulness. The seminar will also focus on helping students integrate research and counseling techniques into a coherent frame of reference for their own work with clients. By arrangement.

*Sandra Crump*

**PY 843 Seminar in Career Development (S: 3)**

*Prerequisite:* PY 448 or equivalent. Sign up four months in advance in Campion 309. Boston College doctoral students in Counseling Psychology only.

Research methodology and findings related to key aspects of career theory and behavior are critiqued. Research related to gender differences and racial/ethnic issues is also highlighted.

*Donna Moilanen*

**PY 844 Seminar in Counseling Supervision (F: 3)**

*Prerequisite:* Sign up in the Counseling Psychology Office in advance. Doctoral students in Counseling Psychology only.

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Designed for the advanced graduate student who is planning to

become a counselor supervisor or counselor educator.

*Sandra Crump*

**PY 845 Seminar in Group Theory and Research (S: 3)**

*Prerequisite:* PY 640 or equivalent. Sign up in the Counseling Psychology Office in advance. Doctoral students in Counseling Psychology only.

The theory and research on small group therapy is surveyed. Emphasis is placed on a critical review of both theoretical and methodological issues related to the process and outcome aspects of small-group functioning. Students will be expected to focus on one aspect of small-group functioning in the process of conducting a review of the literature and developing a research proposal to address the identified issues. *Offered 1993-94*

**PY 846 Advanced Pre-internship Counseling Practicum (F: 3)**

*Prerequisite:* PY 746 or equivalent and consent of Director of Training. Boston College doctoral students in Counseling Psychology only.

Students must sign up in Campion 309 the preceding semester. Placements require the student to be available at least two days per week during normal working hours (Mon.-Fri. 8 a.m.-5 p.m.) Placements and practica seminars are for both semesters. Satisfactory completion of this course is a prerequisite for the doctoral internship.

Work under supervision with clients needing counseling for any of the reasons usually occurring in a counseling agency. By arrangement

*Mary Walsh*

**PY 847 Practicum/Internship in School Psychology IV (S: 3)**

*Prerequisites:* PY 747 or equivalent and consent of the Program Coordinator.

Students must sign up in Campion 309 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours. Students work under qualified psychological supervision in a school, hospital, clinic, or in any location where exemplary learning experiences may be obtained. The facility or location of placement must concern itself with the evaluation, treatment and remediation of learning and adjustment difficulties of children between the ages of three and twenty-one. *Boston College School Psychology majors only.*

*The Department*

**PY 849 Doctoral Internship in Counseling Psychology (F, S: 1-2)**

*Prerequisite:* Consent of Director of Training. Minimum of 400 clock hours of counseling practicum (e.g., PY 646, 746, 846). Boston College Doctoral Candidates in Counseling Psychology only. Internships usually cover a calendar year beginning in July. Thus, applications must be submitted in November of the preceding year.

Students must complete the equivalent of one full year in internship either half-time for four semesters (1 credit hour per semester), or full time for two semesters (2 credit hours per semester). Placement in an approved counseling setting for supervised psychodiagnostic and interviewing experience with clients, group counseling and other staff activities. By arrangement

849.01 (1 credit)

*Sandra Crump*

849.02 (2 credits)

*Sandra Crump*

**PY/ED 851 Qualitative Research Methodologies (S: 3)**

The study of qualitative research methodologies appropriate for educational problems and issues which are of a sociological, anthropological or cultural nature. After tracing the rise of interest in qualitative methods in educational research, the course will address strategies for problem identification, data gathering and analysis using qualitative methods. Among the specific methods covered in the course will be case studies, participant observations, transcript analysis and pictorial representation and analysis.

*Walter Haney*

**ED 852 Administrative Communication**

This course is designed to help you acquire a better understanding of the issues associated with communicating effectively as an administrator in a diverse society. The course examines the interplay between classic communication issues (organizational structure, verbal and non-verbal style communication, personality type, conflict management, written communication, listening skills, etc.) and diversity (race, class, gender, and power). *Not offered 1992-93*

**ED 853 School Business Management (S: 3)**

*Prerequisite:* ED 452

This seminar will consider in depth the major sources of school financial support. There will be special emphasis on the evaluation of the current state aid and federal programs. Students will focus on financial planning and sound business management practices operative in school systems. Each student will complete an independent study in one area of school business management.

*Vincent Nuccio*

**ED 857 School Plant Planning (S: 3)**

This course will consider criteria for adequate school plants, building operations and management; the relation between the educational program and school facilities; site selection; building layout; and financing procedures. Special emphasis will be placed on the evaluation of existing school plants, rehabilitation, and energy conservation. The course includes visits to new and recently rehabilitated school buildings.

*Vincent Nuccio*

**ED 859 Projects and Research in Curriculum, Administration and Special Education (F, S: 1-6)**

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study. Approval by the faculty member is required prior to registration. By arrangement

*The Department*

**PY/ED 860 Survey Methods in Educational and Social Research (F: 3)**

*Prerequisite:* One year of statistics

The design of surveys and assessments, including sampling theory, instrument development, and administering surveys, including training survey administrators, quality control, data coding, data reduction, statistical analysis and inference, report writing, and presentation of results. Practical issues such as using available sampling frames and minimizing non-response will also be covered. *Not offered 1993-94*

*Albert Beaton*



**PY/ED 861 Construction of Attitude and Opinion Questionnaires**

This course is usually taken as the first of a two-course sequence with the second semester PY/ED 860 Survey Methods in Education and Social Research (see above). Techniques for the construction and analysis of attitudinal and opinion questionnaires will be covered. Topics include Likert scales, Thurstonian scales, Guttman scales, ratio-scaling procedures. A survey instrument containing a variety of scales and analysis plans for a survey conducted using the instrument will be developed. The use of advanced computer data analysis systems. *Not offered 1992-93; next offered 1993-94.*

Ronald Nuttall

**PY/ED 863 Internship in Educational Research (F, S: 1-3)**

Students working toward a degree in Educational Research will be placed in one or more educational research settings to work with local staff and Department faculty in planning, conducting, analyzing and reporting phases of one or more projects relating to the evaluation of educational programs. By arrangement. *The Department*

**ED 873 Curriculum Development and Design in Higher Education (F: 3)**

This course focuses on the evolution of the American college and university curriculum. First, it will examine the historical development of the curriculum with a particular emphasis on the development of the liberal arts curriculum. It will further review a variety of curricular models and innovations. Finally, it will examine a number of conceptual and methodological tools used in planning and assessing curricular models. Many examples and case studies of contemporary institutional innovations will be reviewed. Students are encouraged to take ED 770 prior to this course, although it is not required. *Not offered 1993-94.*

Ted Yonn

**ED 874 Strategic Planning and Policy Analysis**

Modern universities and colleges are increasingly faced with complex problems of institutional planning and organizational uncertainties. How does analysis help to make appropriate choices and why are certain forms of policy analysis more effective? Are there any systematic connections between the process where the problem is defined and the process of implementation? How does the level of available knowledge and information help institutions to solve their policy problems? In many respects, these questions are common to many governmental policy-making organizations, and will be studied. This course will review a variety of conceptual models of policy-making and planning that are developed in economics and political science. It will particularly study those that might be useful to higher education. The course will examine many existing tools and methods of planning and problem solving in organizations. It may be helpful to students to have some exposure to social science courses related to decision-making such as courses in political science, economics, and social psychology; but they are not required. *Not offered 1992-93; next offered 1993-94*

Ted I.K. Yonn

**ED 876 Financial Management in Higher Education (S: 3)**

The acquisition and allocation of funds in institutions of higher education is studied. Financial

management emphasis includes an introduction to fund accounting, asset management, capital markets and sources of funds, financial planning, and endowment management. Included also are specific techniques used in financial analysis; e.g., break-even analysis and present value techniques.

Francis Campanella

**ED 878 The College, Courts and the Law (F: 3)**

An examination of court interpretations of constitutional issues that affect higher education. Utilizing the case approach, the course will focus on topics such as due process for faculty and students, tenure, academic freedom, collective bargaining, and affirmative action. *The Department*

**ED 879 Seminar on the Higher Education of Women (S: 3)**

This seminar will focus on the interdisciplinary study of women in American higher education. Contemporary theory, research, and critical issues will be considered as they apply to undergraduate and graduate students, faculty, administrators, and student affairs practitioners. The interaction of gender and institutional characteristics and practices will be the foundation for the investigation of gender issues in the history of higher education; college entrance testing; teaching; classroom dynamics, and the curriculum; faculty and administrative cultures; career preparation; socialization of graduate students and student life.

*Not offered 1993-94*

Karen Arnold

**ED 880 Contemporary Issues in Special Education**

An advanced seminar for doctoral students in Special Education and Rehabilitation. Students will research, compile, and present defensible positions on an array of contemporary problems and issues in special education and rehabilitation. Familiarity with pertinent literature will be emphasized and stress will be placed on students' abilities to write at a professional level. *Not offered 1992-93; next offered 1993-94.* *The Department*

**ED 888 Master's Interim Study (F: 0-S: 0)**

All Master's students who have completed their coursework and are preparing for comprehensive exams must register for this course.

Anabel Casey

**PY 910 Projects in Educational Psychology (F: 3)**

By arrangement

*The Department*

**PY 911 Seminar in Cognitive Processes (F: 3)**

This seminar focuses on the individual differences in cognition. It examines differences in how individuals think and learn. Differences in terms of gender, learning disabilities, and handedness will be examined. Within-group individual differences will be studied. For example, we will examine individual differences within women and girls, as well as differences between males and females. The biologically-based theories (focusing on patterns of brain organization) and the environmentally-based theories (focusing on the contribution of socialization factors) have produced two separate streams of research. We will review both literature sets and explore mechanisms for studying the interaction between biology and environment. The fit between the individual and the environment and the implications of this fit for school and job functioning will be addressed.

*Not offered 1993-94*

Beth Casey

**PY 913 Seminar in the Theories of Motivation**

*Prerequisite:* Permission of the instructor

A study of traditional theories (James McDougall, Freud, Murray, Harlow, Maslow, Cronbach) and contemporary motivational systems (drive-reduction, self-stimulation, approach-withdrawal, arousal and reinforcement). Particular attention will be given to implications for classroom procedures. *Not offered 1992-93; next offered 1993-94.*

John Travers

**PY 915 Culture and Psychology (S: 3)**

This course will explore select psychological constructs and processes, for example, the self, family and community relations, and suffering, towards a rethinking of the relationship of culture and psychology and its implications for intercultural collaboration and action. *Brinton Lykes*

**PY 916 Seminar in the Theories of Child Development (F: 3)**

*Prerequisite:* Permission of the instructor

An examination of the developmental sequence with particular emphasis upon physical, intellectual, emotional, and social aspects. Special attention will be given to particular topics or theories that illustrate either phases of development or emphasize the interrelated nature of development (for example, heredity, language development, and socialization). *Not offered 1993-94*

**ED 917 Life Span Development**

Students in this seminar will use longitudinal research studies to examine the coherence of individual differences from infancy through adulthood. Sources of continuity and discontinuity will be examined. Topics will include attachment relationships, personality, social, and cognitive development. Longitudinal studies examined will include the Berkeley Growth Studies, the Block Project, the Minnesota Project, the work of Michael Rutter and colleagues, and others. *Not offered 1992-93*

*The Department*

**ED 919 Readings and Research in Developmental and Educational Psychology (S: 3)**

*The Department*

**PY 940 Projects in Counseling Psychology (F, S: 3)**

Open to advanced students only. Independent, directed study. By arrangement *The Department*

**PY 941 Dissertation Seminar in Counseling and Developmental Psychology (F: 3)**

*Prerequisite:* Advanced Statistics and Research Design. Permission of the instructor. Sign up in Campion 309 in advance.

Open to doctoral students in Counseling and Developmental Psychology. Focus will be on research topics relevant to psychology. Designed to assist students in preparation of a formal doctoral dissertation proposal. Students must present a draft proposal for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course. *Kenneth Wegner*

**ED 950-951 Dissertation Seminar in Curriculum, Administration and Special Education (F: 0-S: 3)**

This is a student-centered seminar which is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis and work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be ex-



pected to have established their Thesis Committee. This course meets every other week for the entire year.

*Mary Griffin*

#### **ED 953 Advanced Seminar in Supervision (S: 3)**

An advanced seminar for doctoral students in Curriculum, Instruction and Administration, or with permission of professor. This seminar will concentrate on current and recent major issues in the area of supervision and evaluation. Students will submit papers and give oral presentations on selected topics. Knowledge of current research and literature will be stressed. Attention will be given to the application of supervision as it relates to the entire school system. Participants will complete a project which involves a field study in a selected school system.

This is an advanced course to follow ED 456 and is most useful to principals, superintendents and central office personnel. *Not offered 1993-94.*

*The Department*

#### **ED 958 Internship in Educational Administration (F, S: 3-6)**

A two-semester guided field experience consisting of 300 clock hours for students enrolled in doctoral programs. (Advisor and student should plan for the internship when developing the doctoral program and the type of placement and role description should be determined.) Application is to be completed by April 15 for fall semester placement and by November 30 for spring semester placement. Interns will be assigned a faculty supervisor and a cooperating practitioner.

Interns will maintain a journal of reflections on professional aspects of the experience and keep a log of time spent in specific activities. Three self-evaluations will be completed during the experience and submitted to the faculty advisor and cooperating practitioner. Interns will be evaluated by the faculty advisor and cooperating practitioner.

The internship experience (300 clock hours) may be used as the field experience requirement for the purpose of certification in one area of administration. The areas are listed under the course description for ED 750. If you intend to use the internship for the purpose of certification you must declare the intent. The Department of Education must clear and authorize the placement site for the internship and proper paperwork must be submitted. If you wish certification in a given area you must complete the courses required for the certificate. It is critical that you work closely with your advisor to insure that all the necessary courses are completed. By arrangement

*Ralph Edwards*

#### **ED 960 Seminar in Educational Measurement and Research**

Consideration of recent literature dealing with theoretical and procedural developments in measurement, evaluation, and research methodology. *Not offered 1992-93; next offered 1993-94.*

*The Department*

#### **ED 961 Projects in Educational Research and Measurement (F, S: 1-3)**

Open to advanced students only. Credits to be determined. By arrangement. *The Department*

#### **ED 969 Teacher Education: A Global Perspective**

Learning and teaching will have to encompass new methodologies, new skills, new attitudes, and new values to enable students to live in a world of rapid change. This course will explore issues of global dimensions: environment, hunger, terrorism, aging, women, spirituality, etc. Teachers will pursue the meaning of innovative and alternative education. Practical aspects of curriculum change to a global consciousness will be discussed and analyzed. *Not offered 1992-93*

#### **ED 970 Case Studies and Decision-Making in Higher Education (S: 3)**

This course is designed to study present-day concerns and situations on campuses of higher education institutions by means of the case study approach. The art and science of decision-making are major factors in every case. *Mary Griffin*

#### **ED 972 Colloquium in Higher Education (S: 3)**

A study and discussion of student cultures and values, the college experience and environment, and their interaction, in American and international settings. A study of contemporary student protests and its implications will be included in the colloquium. *Not offered 1993-94*

*The Department*

#### **ED 973 Seminar in Research in Higher Education (F: 3)**

This is an advanced-level seminar on selected topics in higher education. Specific topics, such as research problems in the historical analysis of higher education, research problems in organizations and governance in higher education, or research problems in student culture will be announced in each year. The seminar is designed to encourage graduate students to seek their research topics. Students may enroll in the seminar with advisor's approval. *Not offered 1993-94.*

*Ted I.K. Yoon*

#### **ED 975 Internship in Higher Education (F: 3-6, S: 3-6)**

A one-semester guided field experience for students enrolled in higher education programs. Students will select an educational placement at Boston College or an area college, university, or higher education agency. Under professional su-

pervision the student will participate in the ongoing work of the office and be responsible for appropriate assignments. Bi-monthly internship meetings will address educational issues and skills development in professional practice and examine the relation of student projects to theory and research in higher education. By arrangement

*Karen Arnold*

#### **PY/ED 986 Dissertation Division Seminar for Counseling, Developmental Psychology and Research Methods (S: 3)**

#### **PY/ED 988 Dissertation Direction (F, S: 3)**

*Prerequisite:* Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related coursework, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. By arrangement

*The Department*

#### **PY/ED 998 Doctoral Comprehensives (F: 0-S: 0)**

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

*The Department*

#### **PY/ED 999 Doctoral Continuation (F: 0-S: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of University facilities (library, etc.) and the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. When registering for PY/ED 999, students must use the section number assigned to their dissertation directors to assure proper record keeping. It is important to note that doctoral continuation may be taken for a limited period of time while working on the dissertation. All requirements for the doctorate must be completed in eight years. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. *The Department*

## ENGLISH

### **FACULTY**

**P. Albert Duhamel**, *Professor Emeritus*; B.A., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

**John J. Fitzgerald**, *Associate Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Fordham University

**Daniel McCue, Jr.**, *Associate Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Columbia University

**John H. Randall, III**, *Associate Professor Emeritus*; A.B., Columbia University; A.M. University of California at Berkeley; Ph.D., University of Minnesota

**Joseph McCafferty**, *Assistant Professor Emeritus*; A.B., A.M., Boston College

**Joseph A. Appleyard, S.J.**, *Professor*; A.B., Boston College; Ph.D., Harvard University

**J. Robert Barth, S.J.**, *Professor*; Ph.D., Harvard University

**Rosemarie Bodenheimer**, *Professor*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

**Leonard R. Casper**, *Professor*; A.B., A.M., Ph.D., University of Wisconsin

**Adele M. Dalsimer**, *Professor*; A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University



**Richard E. Hughes**, *Professor*; A.B., Siena College; A.M., Boston College; Ph.D., University of Wisconsin

**Paul Lewis**, *Professor*; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

**Robin R. Lydenberg**, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

**John L. Mahoney**, *Professor*; A.B., A.M., Boston College; Ph.D., Harvard University

**John J. McAleer**, *Professor*; A.B., A.M., Boston College; Ph.D., Harvard University

**Kristin Morrison**, *Professor*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

**Richard J. Schrader**, *Professor*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

**E. Dennis Taylor**, *Professor*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

**Christopher P. Wilson**, *Professor*; A.B., Princeton University; Ph.D., Yale University

**Judith Wilt**, *Professor, Chairperson of the Department*; A.B., Duquesne University; Ph.D., Indiana University

**Henry A. Blackwell**, *Associate Professor*; A.B., Morgan State College; M.A., Ph.D., University of Chicago

**Robert L. Chibka**, *Associate Professor*; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

**Mary Thomas Crane**, *Associate Professor*; A.B., Harvard College; A.M., Ph.D., Harvard University

**Paul C. Doherty**, *Associate Professor*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

**Carol Hurd Green**, *Adjunct Associate Professor*; B.A., Regis College; M.A., Georgetown University; Ph.D., George Washington University

**Dayton Haskin**, *Associate Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

**Robert Kern**, *Associate Professor*; A.B., City College of New York; A.M., Ph.D., Harvard University

**Joseph A. Longo**, *Associate Professor*; B.S., M.Ed., A.M., Ph.D., Rutgers University

**John F. McCarthy**, *Associate Professor*; A.B., Harvard University; A.M., Ph.D., Yale University

**Robert E. Reiter**, *Associate Professor*; A.B., St. Bonaventure University; Ph.D., University of Michigan

**Frances L. Restuccia**, *Associate Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

**Alan Richardson**, *Associate Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

**Cecil F. Tate**, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Emory University

**Andrew J. Von Hendy**, *Associate Professor*; A.B., Niagara University; A.M., Ph.D., Cornell University

**James D. Wallace**, *Associate Professor*; B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

**William Youngren**, *Associate Professor*; A.B., Amherst College; A.M., Ph.D., Harvard University

**Raymond G. Biggar**, *Assistant Professor*; A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

**Anne Fleche**, *Assistant Professor*; B.A., State University at Buffalo; M.A., Ph.D., Rutgers State University

**Suzanne M. Matson**, *Assistant Professor*; B.A., Portland State University; M.A., Ph.D., University of Washington

**Philip T. O'Leary**, *Assistant Professor*; A.B., Holy Cross; Ph.D., Harvard University

**Jennifer A. Sharpe**, *Assistant Professor*; B.A., Ph.D., University of Texas at Austin

**Francis W. Sweeney, S.J.**, *Assistant Professor*; A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

**Laura Tanner**, *Assistant Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania



## PROGRAM DESCRIPTION

### Master of Arts Program

Students seeking the degree of Master of Arts in English will be expected to complete satisfactorily the requirements in courses granting at least 30 hours of graduate credit, three of which must be in a course on Bibliography, and to pass two examinations: a written examination to demonstrate their ability to read a foreign language, and an oral examination on the continuity of English and American Literature.

As an option, up to six of the required 30 hours of graduate credit may be directed to courses of independent study resulting in a longer paper either critical or creative in nature. Students wishing to pursue this option should consult with the Program Advisor early in their graduate careers.

The examination in foreign languages will be offered each semester and at the end of the summer session. The candidate may elect to take it in a wide range of languages related to an area of special interest. The written examination may be waived if the candidate can supply proof of proficiency in a language other than English in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or better: the course must have been completed within three years of application for waiver.

The oral examination, based upon a list of books intended to be representative of the historical scope of English and American Literature is offered in December, May, June and August and

may be taken only after the candidate has completed all course requirements (or is enrolled in the final courses necessary for completion of all course requirements) and the foreign language examination.

Copies of the list of titles upon which the candidate will be examined are available upon registration from the Department. Students are advised to see the Program Advisor in order to help them prepare for this examination by making an informed choice of the courses regularly available to them.

Admission to all Master's programs in English presupposes prior submission of all previous undergraduate transcripts, as well as transcripts of all previous graduate work, personal statement, writing sample and letters of recommendation, (at least one from an English instructor). Graduate Record Examination (GRE) scores, including both the Aptitude Scores and the Achievement Scores in English are required.

### Master of Arts in American Studies

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Cooperating faculty include members of the English, History, Political Science, Sociology and Fine Arts departments. Admission of any applicant will be determined by *both* the major department and the American Studies Committee.

The Program is designed to encourage an understanding of the American experience by bringing students to an integrated view of American Culture. Candidates concentrate in a major department, while integrating the methods of interdisciplinary work developed in a year-long colloquium and seminar in the literature and practice of American Studies. In addition, the student is required to take one research seminar, plus twelve hours of graduate work in his major field, and nine in a field related to that major interest. At the end of a student's course of study, the Master's candidate undergoes an oral examination testing his ability to synthesize several areas of knowledge.

The Program also has several extracurricular dimensions. It has been a focal point for programs drawing upon the cultural resources of the Boston area. In recent years, the Program has sponsored a Teacher's Institute in Boston history, and the Architectural Heritage Program's summer course sponsored by the Commons.

### Master of Arts Concentration in Irish Literature and Culture

Beginning in the 1991-92 academic year, Boston College has offered an M. A. degree with a concentration in Irish Literature and Culture under the auspices of the English Department. Candidates seeking the degree will be expected to complete within two years requirements in courses granting thirty hours of graduate credit, at least twelve of which must be in Anglo-Irish literature. In addition, unless proficiency is demonstrated in a written examination, all candidates will be required to complete six credits of course work in the Irish language as a step towards achieving reading ability in modern Irish. Remaining credits may be taken in Irish Studies courses offered by other University departments, such as History, where there is already a graduate program in Irish



history, Music, Fine Arts, and Slavic (where Old Irish is taught). As an option, up to six credits of the required thirty hours may be directed to courses of supervised independent research. At the end of the course of study, students will take an interdisciplinary oral examination, focussing on a specific period, genre, or theme chosen by themselves after consultation with members of the Irish Studies faculty.

English faculty offering graduate courses in Irish Studies will include Professors Adele Dalsimer, Kristin Morrison, and Philip O'Leary. In addition, beginning in the 1991 academic year, the distinguished visiting scholar holding the Burns Chair in Irish Studies will teach graduate courses in the program. The Holder of the Burns Chair for 1992–93 is Margaret MacCurtain, Professor of History at University College in Dublin.

Information concerning the program can be obtained by writing to the program director, Philip O'Leary, at the Department of English, Boston College, Chestnut Hill, MA 02167.

### Master of Arts in Teaching

The Department, in cooperation with the School of Education, offers a program leading to the degree of Master of Arts in Teaching.

### Graduate Assistantships and Teaching Fellowships

Students in the first year of the M.A. program are eligible to receive financial aid in the form of tuition remission. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

### Certificate of Advanced Graduate Study

The Certificate of Advanced Graduate Study in English is a permanent part-time program primarily intended for English teachers who wish to extend and broaden their professional preparation beyond the requirements of a Master's degree, but it is also flexible enough to meet the needs of the many who may wish to continue their education through further cultural study.

The Certificate will be awarded upon the completion of 30 graduate credit hours, at least half of which must ordinarily be in English Department courses. The balance can be taken in any related areas, such as history, philosophy, classics, modern languages or art which may be of particular interest or usefulness to the teacher concerned with developing specialized courses or the general student interested in exploring new areas.

To provide for the needs of the in-service teacher whose professional development is the continuing concern of this program, the English Department regularly schedules courses in the latter part of each afternoon on a wide variety of periods and authors. The program also provides opportunities for independent directed-study courses which may be tailored to meet the needs of special students.

### Doctor of Philosophy Program

Normally no more than four students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are re-

newed for four years as long as the student is making satisfactory progress toward completion of requirements for the degree.

### Course Requirements

The only specified course requirements are four doctoral seminars to be taken usually in the first two years. The remainder of the student's program may include other courses in the graduate English department or related disciplines, small reading groups, or individual tutorials. Most students will have taken eight to ten courses by the end of the second year.

### Language Requirement

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated adequately (with use of a dictionary) in two hours. The second involves submitting a paper in which knowledge of the foreign language is used to work out a literary question or translating a substantial critical or literary text currently unavailable in English.

### Examinations

Each student will direct a course of study toward completion of one major and three minor examinations.

A *major examination* consists of a two-hour oral examination usually on a period or genre.

A *minor examination* is narrower in scope and normally runs one and one-half hours. It may consist of an oral or written examination on a reading list, but students are also encouraged to choose forms for minor examinations that approach the material with a particular pedagogical or scholarly end in view: design of a course or plan for an anthology; delivery of a lecture; preparation and defense of a paper for publication.

All examinations are graded according to the University scale for graduate examinations. The chairperson of the examining board submits the grade immediately and prepares, as soon as possible, a written evaluation of the examination for the student and the departmental records. Other members of the board may also submit individual reports.

### Teaching

Students are required to teach two one-semester undergraduate courses under the supervision of a member of the faculty. For at least one of the semesters the student will teach in an individually designed section of the departmental Freshman English course, Critical Reading and Writing. For the other semester the student may continue to work in this program or may teach a course of the student's own design for more advanced undergraduates, or may work in a course for beginning English majors in cooperation with a member of the faculty and other doctoral students.

### The Dissertation

After consultation with a faculty advisor, the student will write a prospectus describing the thesis topic and including a tentative bibliography. This material will be submitted to a dissertation director and two readers who will supervise, read and approve the dissertation.

Students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission and graduation. This information can be obtained from the English Department office or the University Registrar's office.

### The Ph.D. Colloquium

A student committee organizes and schedules monthly Ph.D. colloquia, at which faculty members, outside speakers, or doctoral students lead discussions on literary topics. Graduate students and faculty are invited.

### Course of Study

The Ph.D. program is designed so that it may be completed in four years. Each student plans and paces an individual course of study in consultation with the Advisor to the program.

Students should keep the following guidelines in mind (counting each required seminar, examination, semester of teaching as one unit):

- 5 units should be completed by the beginning of the second year;
- 10 units should be completed by the beginning of the third year;
- 13 or more units and the language requirement should be completed by the beginning of the fourth year.

The fourth year should be largely devoted to the dissertation, but the student is urged to choose a topic, consult with a thesis director, and begin work before the end of the third year, even if an examination remains to be passed.

## COURSE OFFERINGS

### Graduate Courses

#### EN 699 Old English (S: 3)

A survey of English literature from the beginning to 1066. The language will be learned while selected prose texts are read; followed by a number of poetic masterpieces such as *Battle of Brunanburh*, *Battle of Maldon*, *Judith*, *Wanderer*, *Seafarer*, *Wife's Lament*. Other poems, including *Beowulf*, may be dealt with partly or wholly in translation.

Richard Schrader

#### EN 701 Chaucer: The Canterbury Tales (F: 3)

A close reading of Chaucer's *The Canterbury Tales*, (and also of *Troilus and Criseyde* for purposes of comparison), with a consideration of the importance of context to such a reading, and some consideration of the variety of critical approaches to Chaucer's works (old historical, New Critical, new historical, feminist, post-structuralist, etc.) that are the most profitable.

Raymond Biggar

#### EN 708 Introduction to Contemporary Theory (F: 3)

This course is designed to help graduates students in literature become familiar with some major trends in contemporary critical theory. Because an attempt to cover all aspects of this field is bound to produce confusion, vertigo, nausea, and despair, we will concentrate on only three areas: deconstruction, psychoanalytic criticism, and feminism. Readings will include texts by such figures as Barthes, Derrida, Kristeva, Freud, Lacan, Irigaray, Gilbert and Gubar, Cixous, and others.

Robin Lydenberg



**EN 711 Reading and Teaching Poetry (S: 3)**

This course is designed to prepare graduate students to teach poetry by focusing on 1) poems and their formal effects, 2) historical placements and tradition, 3) speakers and “voice” in poems, and 4) the range of reading and interpretive strategies open to us as students and as teachers. As the last point suggests, all of our work with poem-texts will be twofold: investigating our own responses, interpretive behaviors, and theoretical assumptions as readers, as well as inventing models for bringing poems to the classroom with the richest possible results.

Suzanne Matson

**EN 721 Milton (S: 3)**

Studies in Milton’s major writings, with emphasis on “Lycidas,” *Paradise Lost*, and *Samson Agonistes*, and with attention to the transformation of classical and biblical materials in these poems. There will also be some consideration of Milton’s prose and of his involvement as a writer in the English Revolution.

Dayton Haskin

**EN 728 Studies in the 18th Century Novel (F: 3)**

This course investigates what British novelists were up to in the century when prose fiction emerged as a recognizable genre with its own traditions and conventions. We explore such issues as the “novelty” of the form and its ties to previous forms of discourse, tensions in the novel between historical/social “realism” and imaginative artifice, interactions of moral and aesthetic values, and relations between psychology and narrative strategy. Close scrutiny of major works by such authors as Behn, DeFoe, Richardson, Fielding, Sterne, Johnson, Radcliffe, and Austen.

Robert Chibka

**EN 731 British Romantic Poetry (S: 3)**

The development of Romanticism in 19th century England. The course will concentrate on close reading and analysis of the major poetry and literary theory of Wordsworth, Coleridge, Byron, Shelley, and Keats with some consideration of the literary circles and traditions in which they lived and wrote. While the primary emphasis will be on poetry, there will be regular consideration of the best traditional criticism and of the most recent critical developments.

John Mahoney

**EN 748 Early American Fiction (S: 3)**

This course follows the development of American fiction to 1860 in the work of such writers as Susanna Rowson, Hannah Foster, Charles Brockden, Lydia Maria Child, Edgar Allan Poe, Fanny Fern, Nathaniel Hawthorne, Harriet Beecher Stowe, and Herman Melville.

Paul Lewis

**EN 759 Twentieth Century Poets: Eliot, Pound, Yeats (F: 3)**

A study of their poetry and selected prose.

Dennis Taylor

**EN 771 Major Victorian Writers (F: 3)**

A survey of Victorian poetry and non-fiction prose. The course will encompass not only the major Victorian poets—Tennyson, Browning, Arnold, Hopkins—but also the great Victorian “prophets”/“sages”—Carlyle, Ruskin, Arnold, Pater—who transcended conventional distinctions of discourse, such as critical/creative, secular/religious, aesthetic/moral, fiction/fact, poetry/prose, history/myth, with varying degrees of

deconstructive self-consciousness and deliberation.

John McCarthy

**EN 781 Reading and Teaching Novels (S: 3)**

This course will use discussion and assignments as forums both for thinking about complex narrative on a graduate level and for thinking about teaching novels to undergraduate students. Materials are mainly from the British “great tradition.” We will consider both “difficult” novels—Richardson’s *Clarissa*, Eliot’s *Middlemarch*, Woolf’s *The Waves*—and some often-used “introductory” novels—Austen’s *Pride and Prejudice*, Conrad’s *Heart of Darkness*, West’s *The Return of the Soldier*—and we’ll consider the uses and abuses of such distinctions as “difficult” and “introductory.” As a bonus, we will spend at least one class period discussing texts of increasing importance to readers and teachers, American “ethnic” or “crosscultural” novels like Morrison’s *Beloved* or Dorris’ *Yellow Raft on Blue Water*.

Judith Wilt

**EN 809 The American Novel of Manners (F: 3)**

The novel examined as a perpetual quest for reality, the field of its research seen as the social world, with the material of its analysis being manners as the indication of the direction of man’s soul. Emphasis on Howells, James, Wharton, Chopin, and Marquand.

John McAleer

**EN 814 Modern Irish Poetry (F: 3)**

A survey of Irish poetry since the death of W.B. Yeats in 1939. Among the topics to be discussed will be the influence of Yeats on subsequent Irish poets, the emergence of a distinctly post-colonial voice on both sides of the border between North and South, and, more specifically, the interactions between poetry and politics in the North of Ireland over the past two decades. Some of the poets to be discussed will be Patrick Kavanaugh, Austin Clarke, Seamus Heaney, John Montague, Thomas Kinsella, Michael Hartnett, Eavan Boland, Paul Muldoon, and (in translation) the Gaelic poets Mairtin O Direain, Nuala Nu Dhomhnaill, Maire Mhac an tSaoi, and Michael Davitt.

Philip O’Leary

**EN 815 Studies in the Twentieth Century Novel (F: 3)**

The texts will be Wallace Martin’s *Recent Theories of Narrative* and six major “novels” of the century, each from a different decade, each featuring influential innovations in storytelling: James, *The Ambassadors*; Lawrence, *The Rainbow*; Woolf, *To the Lighthouse*; Faulkner, *As I Lay Dying*; Beckett, *Watt*; and Marquez, *One Hundred Years of Solitude*.

Andrew Von Hendy

**EN 816 Autobiographical Fictions (S: 3)**

Reading autobiographies and fictional autobiographies together, this course will consider the questions that arise from the use of the retrospective narrative “I”—the questions of truth and fictionality, memory and invention, the relations between the narrator—“I” and the protagonist—“I”, and about the knowability of the self. Readings will include 19th and 20th century novels and autobiographies, and some theoretical studies of autobiography.

Rosemarie Bodenheimer

**EN 817 The New Historicism (S: 3)**

“New Historicism” is the latest and one of the more complicated wrinkles in critical theory and practice. This course explores its origins in the

work of Michel Foucault, its development into its current form in the Renaissance studies of Stephen Greenblatt, and its application to American literary history by Sacvan Bercovitch, Jonathan Arac, and others. We will also consider the attacks on New Historicist methodology by formalists, feminists, and so on. The purpose of the course is not only to familiarize students with a specific body of theory, but to analyze the way this profession carries on its discourse, its conversation about its own practices. The readings are demanding and often frustrating, so be prepared.

James Wallace

**EN 818 Theories of Representation: Drama/Film/Performance (S: 3)**

This course combines theory with performative “texts” to introduce some of the large questions about “representation.” It is based on the assumption (reflection? observation?) that as the word suggests “representation” is self-reflexive and self-replicating. So we’ll be reading/watching texts that echo and answer one another, e.g., Brecht on Aristotle, Derrida on Artaud, (Plato on Socrates), Mulvey (on Mulvey), Rainer on Foucault. Other theorists may include Richard Schechner, Victor Turner and Teresa de Lauretis, as well as some of the newer feminist voices, such as Peggy Phelan, Jill Dolan, and Elin Diamond. Performance texts may include works by Genet, Brecht and Kennedy, and films such as Yvonne Rainer’s *The Man Who Envied Women* and Sheila McLaughlin’s *She Must be Seeing Things*. Students will take turns directing the discussion.

Anne Fleche

**EN 819 Racial Memories and Fictions of the Past (S: 3)**

This course addresses the role of a literary imagination in narrating the disarticulated histories of slavery and genocide. We will examine the textual relationship between storytelling and history and the place of racial memories in revisionings of the past. These issues will be addressed in the fiction of writers like Toni Morrison, Gayle Jones, Leslie Marmon Siklo and Michele Cliff among others.

Jennifer Sharpe

**EN 823 Composition and Rhetoric (S: 3)**

Lad Tobin

**EN 833 Modern American Fiction (F: 3)**

Focusing on American novels published between the first and second world wars, this course will explore the issue of representation and the act of reading in modern American fiction. Using the novels of Faulkner, Hemingway, Hurston, Wright, Fitzgerald, West, Barnes and others, we will examine the relationship between art and culture, form and content, reader and text.

Laura Tanner

**EN 841 Recent Fiction by American Women (F: 3)**

Study of resilience in fiction by such writers as Tillie Olsen, Joan Didion, Joyce Carol Oates, Toni Morrison, and others with some attention paid to precedents set by Katherine Anne Porter and Eudora Welty.

Leonard Casper

**EN 849 Studies in Romantic Lyric (F: 3)**

This course is intended to combine a review of the lyric poetry of Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron with a study of recent literary theory and methodology as applied to the



Romantics. Primary texts will include Blake's *Songs of Innocence and Experience*, Wordsworth and Coleridge's *Lyrical Ballads*, Keats's *Lamia, Isabella...and Other Poems*, selections from Shelley and Byron, and further selections from Wordsworth and Coleridge. Secondary texts will include *Romanticism and Consciousness* (ed. Harold Bloom), *Romanticism and Feminism* (ed. Anne Mellor), *Lyric Poetry: Beyond New Criticism*, (ed. Hosek and Parker), and various essays in deconstructionist, Marxist, "New Historicist" and other approaches to Romantic lyric poems. The goal of the course is to increase students' familiarity with both canonical and non-canonical lyrics of the Romantic period and to augment their critical and theoretical sophistication in reading and writing about literary texts. *Alan Richardson*

#### EN 861 Twentieth Century Irish Fiction (S: 3)

A study of both long and short fiction by several important Irish writers (excluding Joyce): Samuel Beckett, John Banville, Molly Keane, Flann O'Brien, William Trevor, Kate O'Brien, and others. *Kristin Morrison*

#### EN 882 Bibliography and Method (F, S: 3)

A course for first-year graduate students designed to introduce them to the tools of their profession, and to develop their skills in bibliography, scholarship, and criticism. Limited enrollment.

*Richard Schrader  
Dennis Taylor*

#### EN 899 Readings and Research (F, S: 3)

##### EN 924 Ph. D. Seminar: Shakespeare (F: 3)

We will read a selection of Shakespeare's plays (covering his whole career) and discuss a variety of problems, issues, and approaches in Shakespearean criticism. *Mary Crane*

##### EN 925 Ph. D. Seminar: African American Literature (S: 3)

Studies in the African American novel and contemporary critical discourse. *Henry Blackwell*

##### EN 998 Doctoral Comprehensive (F: 0-S: 0)

*By Arrangement*

##### EN 999 Doctoral Continuation

*By Arrangement*

metalwork of the sixth to the ninth century, on understanding works of art in their historical contexts, and on their sources in the Celtic, Germanic and Mediterranean worlds. Students will work on individual research projects. Course limited to fifteen students; students of art history, history, medieval studies, and Irish studies are encouraged.

*Nancy Netzer*

#### FA 332 The Age of Leonardo, Michelangelo and Raphael (S: 3)

The "High Renaissance" was of relatively brief duration, yet it attained a level of creative accomplishment that served as a model for generations to come. The works of the leading masters of this era will be examined as well as their influence on subsequent artists. *Josephine von Henneberg*

#### FA 342 Age of Rembrandt (S: 3)

The golden age of Baroque painting in Holland will be studied against the historical background of changing patterns in religious thought, political alliances and patronage. Focus will be on Hals, Rembrandt and Vermeer as well as on the development of genre and landscape. *Kenneth Craig*

#### FA 353 The Romantic Era (F: 3)

The course begins with a consideration of anti-Rococo developments in terms of Neoclassic reform and new moralizing tendencies. Special attention is given to Goya and to David and to the Romantic aspects of Neoclassicism as seen in Canova and Ingres. The diverse phenomena of Romanticism are studied in the art of England, Germany, and France, with attempts to distinguish national characteristics in masters like Blake, Friedrich, and Delacroix. The development of Romantic landscape painting from its eighteenth-century origins through such artists as Constable, Turner, and Corot is also stressed.

*Reva Wolf*

#### FA 355 Gauguin to Dali (S: 3)

From an examination of the diverse reactions of Impressionism in the 1880s the course proceeds to a discussion of art nouveau, sculptural trends around 1900, to the rise of Expressionism in France and Germany. The creation of Cubism, Italian Futurism, the evolution of abstract art are traced, and, finally, the anti-traditional currents from Dada to Surrealism are analyzed.

*Jeffery Howe*

#### FA 361 Issues of Contemporary Art (F: 3)

This course looks at developments in art since 1960, including pop art, minimalism, conceptual art, earthworks, performance and installation art, and public art. Among the topics to be discussed are: the relationship between art and audience, and between art and the art market, artistic identity and its relationship to ethnic and sexual identity, the significance of the terms "modernism" and "post-modernism," and of recent trends in literary theory (such as post-structuralism and deconstruction). The course includes a bus trip to New York City. *Reva Wolf*

#### FA 384 History and Art History into Film (F, S: 3)

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then students will be introduced

## F I N E A R T S

### FACULTY

**Pamela Berger**, *Professor*; A.B., A.M., Cornell University; Ph.D., New York University

**John Michalczyk**, *Professor*; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

**John Steczynski**, *Professor*; B.F.A., Notre Dame University; M.F.A., Yale University

**Josephine von Henneberg**, *Professor*; Doctor in Letters, University of Rome

**Kenneth M. Craig**, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

**Jeffery W. Howe**, *Associate Professor, Chairperson of the Department*; A.B., Carleton College; Ph.D., Northwestern University

**Michael W. Mulhern**, *Associate Professor*; B.F.A., University of Dayton; M.F.A., Columbia University

**Elizabeth G. Awalt**, *Assistant Professor*; B.A., Boston College; M.F.A., University of Pennsylvania

**Nancy Netzer**, *Assistant Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

**Reva Wolf**, *Assistant Professor*; B.A., Brandeis University; M.A., Ph.D., Institute of Fine Arts, New York University

**Andrew Tavarelli**, *Visiting Artist and Adjunct Assistant Professor*; B.A., Queens College

### PROGRAM DESCRIPTION

Although the Fine Arts Department does not offer an advanced degree, the courses listed below as well as some of those found in the Undergraduate Catalog can be taken for graduate credit upon application to the Department. These offerings may provide complements for the various interdisciplinary and special programs offered by the University.

Advanced students may participate in the Boston Museum of Fine Arts Seminar Program, which offers art history courses taught by the museum staff. For details, inquire at the Fine Arts Department office.

### COURSE OFFERINGS

#### Art History

##### FA 314 Art and Archeology of Egypt and the Ancient Near East (F: 3)

This course will examine two of the world's oldest civilizations. It will concentrate on the architecture, sculpture, and painting of Egypt and of the cultures of Mesopotamia with frequent reference to the broader archaeological contexts of the material. While we will focus on the physical remains of these civilizations, ancient literary sources—read in translation—will be employed to enrich our understanding of the period. Some related problems to be treated in this class: the invention of writing; the place of the Hittites; international relations in the late bronze age.

*Kenneth Craig*

##### FA 327 (HS 314) Early Medieval Art in Ireland and Britain (F: 3)

This seminar will examine the origins and development of art in Ireland and Britain in the Early Medieval period and the production of Irish and English missionaries on the Continent. Emphasis will be placed on manuscripts, sculpture, and





to script breakdown, location scouting, production design and the making of production boards. Each student will undertake a research project related to the props, costumes, or architectural settings needed for the creation of a specific historical film.

*Pamela Berger*

**FA 388 Costa-Gavras' Films: Dramatized History (S: 3)**

In his early French films such as *Z* on the Lambrakis assassination, *The Confession* about the *Slansky*/London mock trial, and *State of Siege* dealing with Latin American guerrilla activity, Greek-born Costa-Gavras established himself as a director of strong, controversial political concerns; although these films were fictional they had their basis in crucial historical events. With his American-oriented films such as *Hanna K*, *Missing*, *Betrayer* and *The Music Box*, the director has continued to raise the consciousness of his international audiences by his study of American involvement in Latin America, racism, and war crimes. This course will trace the evolution of each of these films from the actual historical event, through the book and script stage, to the final dramatic cinematic production.

*John Michalczyk*

**FA 392 The Museum of Art: History, Practice, Philosophy (S: 3)**

A study of the emergence of museums of art tracing their development from private and ecclesiastical collections of the middle ages to their present form as public institutions. Topics include: the function of the museum in its social context, the constituency of museums and their educational mission, the role of the university vs. the public museum, philosophy of installation and care of collections, current problems of administration and financing, museum architecture as a reflection of changes in function, the art market, and questions of authenticity of works of art. This course includes field trips to museums and collections.

*Nancy Netzer*

**FA 401 Seminar in Art Historical Research (F: 3)**

The seminar aims to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it orally to the class.

*Reva Wolf*

**FA 403-404 Independent Work (F: 3-S: 3)**

This course may be offered from time to time to allow students to study a particular topic which is not included in the courses that are offered.

*The Department*

**FA 458 Andy Warhol (S: 3)**

Examines Warhol's work in film, photography, and painting, and his collaborations with musicians, poets, and writers in the context of the artistic, intellectual, and political milieu of the 1960s. Special attention is given to Warhol's and his collaborators' interest in paradox, in word-image associations, in blurring the distinctions between original and appropriated images, between art and life, between "high" and "popular" culture. Also considered is the idea of the Factory, its precedents in earlier 20th-century art, and the roles of its various members. Conflicting interpretations of Warhol's work from 1962 to the present are discussed as well.

*Reva Wolf*

**Studio Art (including Film and Photography)**

**Note: A lab fee is charged in all studio courses.**

**FS 301-302 Drawing IV: Figure; Drawing V: Figure (F: 3-S: 3)**

*Prerequisite:* FS 204 or permission of the instructor

The course uses the human figure to expand students' abilities in the direction of more expressive and more individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation, seeing the figure as a component within a total composition.

*Lab fee per semester: \$70.00* *John Steczynski*

**FS 323 Painting IV: Landscape (F: 3)**

*Prerequisite:* FS 223-224 or permission of the instructor

Nature and landscape will provide us with painting imagery throughout the semester. Students will paint directly from the local landscape and these paintings will serve as source materials for large scale studio paintings. This class is designed for advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. Students will be encouraged to develop a personal vision and are free to work abstractly or representationally. *Lab fee per semester: \$70.00*

*Elizabeth Awalt*

**FS 324 Painting V: Figure (S: 3)**

*Prerequisite:* FS 223-224 or permission of the instructor

The objective of this advanced painting course is to introduce the student to the concept of extracting and abstracting images from life, most notably from the figure. During the first portion of the semester students will strengthen their observational and technical skills by painting directly from the model. As the semester advances the students may incorporate additional figurative imagery culled from photographs and media imagery into their paintings. At the conclusion of the semester the figure in the landscape may be introduced. It is assumed that students are working towards developing a personal vision upon entering this class and they will be free to work either representationally or abstractly. *Lab fee: \$70.00*

*Elizabeth Awalt*

**FS 344 Ceramics III—Vessels/Wheelthrowing (S: 3)**

No prerequisite

Emphasis is placed on the development of ideas pertaining to vessels/containers. This covers a range of issues from function to metaphor which allows for sculptural and painterly adaptations. Fundamentals of throwing on the potter's wheel along with various handbuilding and glaze techniques will be demonstrated through the semester. During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level and/or assist in the further development of other container ideas. *Lab fee per semester: \$80.00*

*Mark Cooper*

**FS 345, 346, 347, 348 Advanced Ceramics IV, V, VI, VII (F, S: 3)**

This is a ceramics course established to assist the individual in his or her aesthetic pursuits. The student may arrange class times Wednesday or Thursday. Instruction will be given on an individual level appropriate to the student's previous ceramic experience. The student will be given a private space within the ceramic area. Along with developing an aesthetic, the student will be assisted in understanding and creating clays and glazes as well as kiln firing and construction.

*Lab fee per semester: \$80.00* *Mark Cooper*

**FS 378 Art As Symbol 1: The Great Mother, The Hero, and Death (F: 3)**

A study of archetypes, symbols and polarities, especially as related to gender studies and life/death issues, in the themes, forms and processes of art.

*John Steczynski*

**FS 385-386 Independent Work (F: 3-S: 3)**

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

*The Department*

**FS 485-486 Independent Work (F: 3-S: 3)**

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

*The Department*

## GEOLOGY AND GEOPHYSICS

### FACULTY

**Emanuel G. Bombolakis**, *Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

**George D. Brown, Jr.**, *Professor*; B.S., Saint Joseph's College; M.S., University of Illinois; Ph.D., Indiana University

**J. Christopher Hepburn**, *Professor*; A.B., Colgate University; A.M., Ph.D., Harvard University

**James W. Skehan, S.J.**, *Professor, Director, Weston Observatory*; A.B., A.M., Boston College; Ph.D., Harvard University

**Benno M. Brenninkmeyer, S.J.**, *Associate Professor*; A.B., Boston College; Ph.D., University of Southern California

**John E. Ebel**, *Associate Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

**Rudolph Hon**, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology



**David C. Roy**, *Associate Professor, Chairperson of the Department*; B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

**Alan L. Kafka**, *Associate Professor*; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook



## PROGRAM DESCRIPTION

### Master of Science Program

The Department offers graduate courses and research programs leading to the M.S. degree in Geology or Geophysics. Although most students conduct research in either Geology or Geophysics, some combine the techniques of both disciplines in studies of crustal structure below the surface. Many students seeking future employment in industry find that programs combining Geology with applied Geophysics are particularly attractive.

The Department, with approximately 25 graduate students in residence, is housed in Devlin and Higgins halls on campus, and has additional research facilities at Weston Observatory. Students enjoy a close working relationship with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses that the student obtain a strong background in the Earth Sciences and the ability to carry out research on his/her own. It is felt that the attainment of these qualities will enable students to be successful in their careers as geoscientists, whether they choose employment in industry, government service, or continue their studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in Geology and Geophysics if they wish this type of background. Research in the Department covers a broad range of topics, including: Marine Geology, Coastal Sedimentation, Physical Sedimentation, Seismology (including crustal studies of New England using the 30-station New England Seismic Network), Geomagnetism, Structural Geology, Bryozoan Paleontology, Igneous and Metamorphic Petrology, and Geochemistry (including Neutron Activation Trace Element analyses). Many of these various types of studies are being integrated by faculty and students to better understand the geology, geophysics, and evolution of the Northern Appalachians.

Boston College is a participating institution for available government fellowships and grants. The Department also offers a number of Teaching and Research Assistantships to qualified students.

### Application

Applicants to the Master of Science degree program generally fall into one of the following categories: 1) students well-prepared in Geology or Geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; 2) students well-prepared in mathematics or one or more of the natural sciences other than Geology or Geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

Applicants should submit, in addition to the normal application forms, transcripts, and letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), their graduate study interests and current post-degree plans. The Verbal, Quantitative, and Advanced test scores of the Graduate Record Exam (appropriate to the undergraduate major) are required. Applications may be made at any time. However, to be assured of consideration for September admission, they must be received by May 1. Applications from those applying for *financial aid* and *assistantships* for September need to be completed by February 15.

### Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program which is consistent with the student's background and professional objectives is developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geo-sciences. Master's candidates in either Geology or Geophysics must complete or have completed two-semester (or equivalent) courses in calculus, physics, and chemistry. A minimum of 10 courses (numbered 300 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. Up to two of the required courses are allowed for the M.S. Thesis. Normally no more than one Reading and Research course (GE 798, 799) may be applied toward the minimum course requirement. All students are required to maintain a B average in all Departmental courses and those undergraduate courses (0-299) in the other sciences and mathematics. A comprehensive oral examination is required of each student. Three bound copies of the M.S. thesis are required upon completion of the research.

### Master of Science in Teaching Program

The Department of Geology and Geophysics offers a program leading to the Master of Science in Teaching degree in cooperation with the Department of Education. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills and consists of three plans. For those candidates without prior teaching experience, a 36-credit minimum M.S.T. degree program is required, in which at least 5 courses are in the earth sciences, 5 courses in education and 6 credits are for supervised internship teaching. For experienced teachers, a 30-credit minimum M.S.T. degree program is required (since the internship is not necessary) of which at least 5 courses are in the earth sciences. The application procedures for the M.S.T. degree programs are the same as for the M.S. degree program. The application may be submitted either to the Department of Education or the Department of Geology and Geophysics. However, prospective students must be accepted by both the Department of Education and the Department of Geology and Geophysics.

### Requirements for the M.S.T. Degree

The 5 required courses in the earth sciences must be chosen from among the following: 2 courses from Introduction to Geology and Geophysics I

and II or Structural Geology I, and 1 course from each of the following groups: a) Mineralogy, Regional Stratigraphy, or Paleontology, b) Meteorology, Oceanography, or Astronomy, c) Petrology I and II, Structural Geology I or II, Marine Geology, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts; one part is oral in the Earth Sciences, the other part is given by the Department of Education.

### Cooperative Program

The Department is part of a cooperative program with the Department of Geology at nearby Boston University, as well as the Department of Civil Engineering at Tufts University. This program permits degree candidates at Boston College to enroll in courses which are unavailable at Boston College, but available at Boston University or Tufts. A list of these courses is available in the Departmental office.

### Weston Observatory

*Director:* James W. Skehan, S.J., Professor of Geology

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is a part of the Department of Geology and Geophysics of Boston College. The Observatory, located 10 miles from Chestnut Hill, is an interdisciplinary research facility of the Department and a center for research in the fields of geophysics and regional tectonics. Research by faculty, research associates, and students is directed primarily to seismology, geomagnetism and movements of the Earth's plates. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph network and also operates a thirty-station regional seismic network which records data on earthquakes in the northeast, as well as distant earthquakes. The Observatory is also the headquarters of the New England Seismotectonic Study, a cooperative effort to determine the distribution and causes of New England seismicity. A geomagnetic research facility, established at the Observatory in 1958, is instrumented for absolute magnetic observations, the continuous recording of variations in the components of the earth's magnetic field, and a magnetic field cancelling coil system for experiments requiring reduction of the ambient magnetic field. Regional geologic and plate tectonic modeling studies are chiefly concerned with the origin and evolution of the Northern Appalachian Mountains of the United States and Maritime Canada and their relation to similar rock sequences in Ireland, the British Isles, western Europe and Africa.

## COURSE OFFERINGS

An asterisk (\*) after a course indicates that the course carries a laboratory fee.

For undergraduate courses numbered below 300 consult the Undergraduate Catalog.

### GE 302 Geochemistry

*Prerequisites:* College Chemistry, GE 200, or equivalent.



An introduction to fundamentals of geochemical processes and how they influence distribution of elements in the natural environment. The subjects which will be discussed will include nucleosynthesis, isotope geology, water chemistry and chemical changes during formation of sedimentary, metamorphic and igneous rocks. *Not offered 1992-93* Rudolph Hon

**GE 325 Geologic Computing and Computer Graphing**

Focus of this course is on applications of desktop workstations to solutions of problems in earth science disciplines. Solution strategies will include effective data management, data processing, statistical analysis and graphical analysis. The course is intended mainly for those who are interested and have the need to apply workstations in their studies and research. *Not offered 1992-93*

Rudolph Hon

**GE 330 Principles of Paleontology**

*Prerequisite:* GE 132, 134 or equivalent, or permission of the instructor.

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment.

The companion laboratory, GE 331, must be taken concurrently. *Not offered 1992-93*

George D. Brown, Jr.

**GE 331 Principles of Paleontology Laboratory**

*Prerequisite:* Taken in conjunction with GE 330.

This two-hour weekly laboratory course will introduce students to a practical study of fossils. Key and important structures of the principal fossil invertebrate phyla will be studied to enable the student to identify and assign known and unknown fossil material. *Not offered 1992-93*

George D. Brown, Jr.

**GE 345 Human Evolution and Paleontology**

*Prerequisite:* GE 190 or instructor approval

A seminar on human evolution beyond the introductory level. Five topics will be covered: the Genus Homo and direct ancestors; life; Darwinian evolution; and three to be selected in consultation with the class. Limited to 25 students.

*Not offered 1992-93* George D. Brown, Jr.

**GE 350 Regional Geology of North America (F: 3)**

*Prerequisites:* GE 132-134, 264 or equivalent

A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. George D. Brown, Jr.

**GE 385 Structural Geology II, Analytical Aspects\* (S: 4)**

*Prerequisites:* GE 132 and 134 or equivalent, one year of college calculus, PH 211 or equivalent.

A history of the development of structural geology will be presented during the first several lectures. Then quantitative mechanisms of fracture, faulting, and igneous intrusions will be treated, illustrating their relation to problems in tectonics. To achieve this objective, an analysis will be made of stress, and the elastic, brittle, ductile, and creep behavior of rocks. The problem of rock folding

will be treated in terms of folding processes and retrodeformation methods, utilizing the concepts of balanced cross-sections.

One additional two-hour problem session laboratory per week.

E.G. Bombolakis

R.J. Martin III

**GE 391 Introduction to Geophysics (F: 3)**

*Prerequisites:* GE 132, 134; MT 200-201; PH 211-212

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include: seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces.

John F. Devane, S.J.

**GE 395 Ground Water Hydrology I (S: 3)**

*Prerequisites:* GE 134, 200, Chemistry 110, MT 101 or 103; or equivalents.

An overview of ground-water hydrology with emphasis on concepts and principles, and their application to practical problem solving. The course is intended to provide a foundation for further in-depth water resources studies, and an orientation for active professionals wishing to broaden their working knowledge and understanding of ground-water hydrology. Three hours of lecture per week.

Michael H. Frimpter

**GE 450-452 Exploration Geophysics I and II (F: 4-S: 4)**

*Prerequisites:* GE 132, MT 200-201 or MT 204, PH 211-212

A practical course in geophysical exploration methods; emphasis is on applications to petroleum and mineral exploration and geoengineering work. Part I covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part II covers gravity, magnetic, and electrical methods and their theory, instrumentation, data reduction, and interpretation.

Second semester may be taken without first semester by permission of instructor. Three hours of lecture and one problem/discussion session per week.

John F. Devane, S.J.

John E. Ebel

**GE 460 Modern and Ancient Sedimentary Environments**

*Prerequisites:* GE 132, 134, 200, 264, or equivalent

The course consists of examining the basis for interpreting sedimentary deposits in terms of processes, environments of deposition, succession of strata and sedimentary tectonics. The depositional environments to be studied will include deserts, rivers, lakes, glaciers, coasts (deltas, beaches), and marine (coral reefs, continental shelf and pelagic deposits). *Not offered 1992-93*

Benno M. Brennkemeyer

George D. Brown, Jr.

**GE 484 Chemistry of Natural Water Systems (S: 3)**

*Prerequisites:* College level of introductory chemistry and calculus.

Natural water systems consist of surface and subsurface water reservoirs which are in a constant process of chemical interaction with their surroundings. Understanding of these processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems. Rudolph Hon

**GE 500 Potential Field Theory (S: 3)**

*Prerequisites:* MT 202; PH 211-212

This course is an introduction to the mathematics of potential fields which is used to describe such geophysical phenomena as the earth's gravitational and magnetic fields. The vector theorems of Gauss, Stokes and Green are presented, and potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions are presented. Applications of these theories are made to practical problems in geophysics. John E. Ebel

**GE 505 Micropaleontology**

*Prerequisite:* GE 330

An introduction to the study of very small but geologically important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms. Three hours of lecture and one laboratory per week. *Not offered 1992-93*

George D. Brown, Jr.

**GE 510 Internship and Seminar in Environmental Geosciences (F: 3)**

*Prerequisite:* Permission of instructor

This seminar is provided for qualified upper-division undergraduates and graduate students serving as interns in industry, in government, or in non-profit organizations during the semester or the previous summer. The subject of the project and the activities of the internship must be approved in advance by the instructor prior to enrollment and a final report or other suitable documentation of the results of the internship will be due at the end of the semester. Students will meet, at least every other week, with the instructor and other interns to report on the nature and progress of their intern activities. Internships will be sought by the Department but suitable internships obtained by students may be submitted to the instructor for approval. In some semesters the seminar may involve a group project on some environmental topic suggested by an outside organization or developed by the instructor. Since technical skills are required, enrollment is by instructor approval only. Charles M. Spooner

**GE 520 Sedimentary Petrology**

*Prerequisites:* GE 132, 134, 264, 272

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary analyses to understand the production of sediment, sedimentary provenance and depositional environments will be explored. *Not offered 1992-93* David C. Roy

**GE 525 Theory of Mineral Equilibria**

*Prerequisites:* Integral and differential Calculus, Inorganic Chemistry; some knowledge of Thermodynamics is desirable.

The course consists of 2 interrelated parts. The first part will examine basic principles of thermodynamics; (1st, 2nd, and 3rd law of thermodynamics) and the theory of solution and equilibria in the chemical system using geological examples. During the second part of the course we will apply these same principles to metamorphic reactions and silicate melt crystal phase equilibria. Special emphasis will be given to applied geothermometry and geobarometry. *Not offered 1992-93* Rudolph Hon



**GE 526 Igneous Petrology**

*Prerequisites:* GE 272, 525 or equivalent

The origin and evolution of molten silicate-solid rock systems is reviewed in the light of chemical, experimental, and petrographic evidence. Principles of phase equilibria, liquid-solid-vapor interactions, sources of thermal energy and their relation to tectonic environments, rheological properties of solid, semi-solid, and liquid rock states, classification and tectonic interpretation, major and trace element geochemistry are among the many topics discussed in this course.

*Not offered 1992-93*

*Rudolph Hon*

**GE 528 Metamorphic Petrology**

*Prerequisites:* GE 272 or equivalent

This course examines the nature and origin of rocks that formed by metamorphism from pre-existing rocks. Topics will include the interpretation of mineral assemblages, their phase relations, and the pressure-temperature regimes of metamorphism.

*Not offered 1992-93*

*J. Christopher Hepburn*

**GE 530 Marine Geology (S: 3)**

*Prerequisites:* GE 132, 134, 272

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data.

*Benno M. Brenninkmeyer*

**GE 539 Coastal Geology**

*Prerequisites:* GE 132, 134, MT 200-201 or MT 204, PH 211

Processes of deposition and erosion of the world's coastline. Topics to be considered are classification of shorelines; sea level changes; beach, paludal, deltaic, evaporite and carbonate environments. Special attention is given to shallow water hydrodynamics.

*Not offered 1992-93*

*Benno M. Brenninkmeyer*

**GE 542 Engineering Geology**

*Prerequisites:* PH 211 and Structural Geology I or equivalents

Emphasis will be given to analysis of problems frequently encountered in the engineering geology of sediments, utilizing principles of geotechnical engineering. The problems will include basic processes such as those in hydrology that affect the mechanical behavior of sediments, time-dependent ground settlement, slope stability, and landslides.

*Not offered 1992-93*

*E.G. Bombolakis*

**GE 543 Plate Tectonics and Mountain Belts (F: 3)**

*Prerequisites:* GE 285 and GE 272

The idea that the surface of the earth is not fixed but moves in response to convection currents in the asthenosphere has revolutionized geology. While a great deal is known about Plate Tectonics, the full implications of this theory are subject to much current research and debate that will certainly continue to be a focus of geological thought well into the future. Since most students have a general understanding of Plate Tectonic theory, but few have a sufficient working knowledge of its ramifications, this course will explore Plate Tectonics and its geo-tectonic implications

in detail. A particular emphasis will be on the use of Plate Tectonic processes in the interpretation of the origin of mountain belts and other large-scale geological structures. Both modern and ancient examples will be discussed as will current ideas for the analysis of exotic terrains.

*J. Christopher Hepburn*

**GE 547 Advanced Structural Geology**

*Prerequisite:* Consent of instructor

The course begins with an introduction to deformation of the lithosphere, culminating in a comparison of the North American Cordillera with the Appalachians. This comparison involves the principles of deformation of materials and the analyses of stress and strain, in order to analyze stress-strain and stress-strain-time behavior of the lithosphere. Initially, the subsidence of continental margins, subsidence due to extension, and subsidence due to sedimentation in basins are treated in introductory quantitative terms. Then deformation mechanisms such as elasticity, thermal expansion, plastic deformation, pressure solution, and compaction are incorporated into the analysis of faults, faulting processes, folds, folding processes, including the development of several types of intrusive structures. Three hours of lecture per week.

*Not offered 1992-93*

*E.G. Bombolakis*

*R.J. Martin III*

**GE 550 Geostatistics**

*Prerequisites:* GE 115, 125 or equivalents: Computer Programming recommended.

Practical approach to statistical and probabilistic procedures for the acquisition, analysis and interpretation of geologic and ecologic data. Introduction to mathematical models of gaussian and non-normal populations. Both single, variable and multivariable problems will be considered.

*Not offered 1992-93*

*Benno M. Brenninkmeyer*

**GE 572 Geophysical Data Processing (S: 3)**

*Prerequisite:* GE 391, Computer Programming

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of geophysical data.

*Alan Kafka*

**GE 595 Groundwater Hydrology II (F: 3)**

*Prerequisite:* GE 395

The course covers the following: 1) theory of Groundwater Flow, Aquifer properties and definitions. Darcy's law, definitions of total, elevation, and pressure heads, steady and unsteady one-dimensional and two dimensional flow, 2) well and aquifer relationships. Flow to wells, discharge and drawdown relationships, well efficiency, etc., 3) analysis of discharging well and other test data. Steady state and transient equations, type curve solutions, recovery analysis, leaky aquifer solutions, etc., 4) methods of determining aquifer characteristics.

*Alfredo Urzua*

**GE 610 Physical Sedimentation**

*Prerequisites:* GE 132, 134, 264, 272; MT 100-101; PH 211

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will

be given to sedimentary structures and their hydrodynamic interpretations. Three hours of lecture per week. Laboratory GE 611 required.

*Not offered 1992-93*

*David C. Roy*

**GE 611 Physical Sedimentation Laboratory\***

Experiments that illustrate sediment transport mechanisms and the development of sedimentary features in sandstone beds are performed using recirculating flumes.

*Not offered 1992-93*

*David C. Roy*

**GE 635 Ground Water Modelling (S: 3)**

*Prerequisites:* Knowledge of 2nd year Calculus, Introductory Physics, Fortran (or any other computer language), and some experience with an IBM personal computer.

Some topics of this lecture course that will be covered are: a review of the fundamental principles of ground water flow; finite difference method as applied to steady state and transient flow problems; and introduction to the finite element method as applied to steady state and transient flow problems.

*Alfredo Urzua*

**GE 640 Geomechanics**

*Prerequisites:* Consent of instructor

The principles of rock deformation will be emphasized, with applications to plate tectonics, structural geology, and case history problems encountered in the field of engineering geology of rock masses.

*Not offered 1992-93*

*E.G. Bombolakis*

**GE 660 Introduction to Seismology (F: 3)**

*Prerequisites:* GE 134 or equivalent, MT 200-201 or MT 204 (may be taken concurrently)

A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity. Also discussed are seismicity, energy release, focal mechanisms, and fault-plane solutions.

*Alan Kafka*

**GE 661 Theoretical Seismology**

*Prerequisites:* PH 480, GE 660 or equivalent

An advanced course in seismology. Elasticity and development of the wave equations, reflection and refraction, energy partitioning, inversion of body wave data and dislocation theory of earthquakes.

*Not offered 1992-93*

*Alan Kafka*

**GE 662 Geomagnetism**

*Prerequisites:* GE 391, GE 500

Analysis of the Earth's magnetic field in space and time. Origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth; paleomagnetism and its relationship to theories of global tectonics.

*Not offered 1992-93*

*John F. Devane, S.J.*

**GE 663 Gravity Fields**

*Prerequisites:* PH 480 or equivalent

Derivation of theoretical gravity formulas, geoidal heights, anomalous gravity reductions, two-and three-dimensional modelling, and satellite geodesy.

*Not offered 1992-93*

*The Department*

**GE 668 Inverse Theory in Geophysics (F: 3)**

*Prerequisite:* MT 305, Programming Experience in FORTRAN or C

The theory of the linear and non-linear inversion of data for model parameters and its application to various problems in geophysics is pre-



sented. Theories such as the generalized inverse, the stochastic inverse, and the maximum likelihood inverse are developed. The theory and practical application of non-linear inversion is discussed. Examples from seismology, gravity, magnetism, and geology are used. The relevant mathematics basis from linear algebra and statistics is reviewed.

*John E. Ebel*

#### **GE 672 Physics of the Earth**

*Prerequisite:* Permission of instructor

An advanced seminar course covering topics related to the physics behind plate tectonics. Topics include crustal deformation properties, the gravitational seismic and thermal structures of the earth, mantle convection and the driving forces of plate tectonics. *Not offered 1992-93*

*John E. Ebel*

#### **GE 680 Geotectonics (F: 3)**

This is a combined lecture and laboratory course dealing with structural and tectonic features resulting from the interaction of plate motion and the development of mountain belts. The structural and tectonic features will include several of prime interest in the oil industry, such as fault-propagation folds and faults. Several problems associated with their development will be defined with analytical solutions requiring field data from the literature and experimental data from the laboratory. The purpose of the laboratory is for students to conduct critical experiments with respect to appropriate problems, with the objective of preparing a group paper for publication. The sequence of authors of this paper will be determined by the relative contributions of the participants.

*E.G. Bombolakis*

*R.J. Martin III*

#### **GE 690 Tectonics of the Appalachian Orogen and Related Terrains**

*Prerequisites:* GE 285, 290, 526, 528

This course presents a review and analysis of the literature on the Geology of the Appalachian—Caledonide Orogen of eastern North America and Europe with special emphasis on those stratigraphic, structural and petrological parameters important for the evaluation of and development of tectonic models.

*Not offered 1992-93* *James W. Skehan, S.J.*

#### **GE 792 Applications of the Geographical Information System (ARC/INFO) (S: 3)**

Geographical Information System (GIS) is an integrated software environment that has two parts: information handling (data management) for both information organization and retrieval, and a second part that allows visual display of data in a graphical form on a map (geographical coordinate system). This course is designed to give students a working knowledge and a practical experience in applying computers in their studies and/or research; there are no prerequisites.

An introduction and overview of a Geographic Information System (GIS) along with extensive practical experience will be the primary focus of this course. The subjects covered will include practical aspects of data management within the relational database environment as well as a hands-on tutorial using practical day-to-day examples. Special significance will be given to application of GIS to geological and geophysical studies with particular emphasis on data integra-

tion, spatial RDBMS, and powerful graphics output capabilities of GIS. ARC/INFO is particularly designed to handle data and information related to mapping (geological and geophysical maps, land use, and even marketing). Many of the assignments will use maps. Complementing the introduction and overview will be in-depth training using graphics, workstations, and terminals.

*Michael Turner*

#### **GE 793 Seminar in Environmental Geoscience: The Geotechnical Bases for Governmental Policies and Regulations (S: 3)**

Through guest lecturers, expert in their regulatory and technical fields, this course will examine policy and scientific issues concerning the quality of the environment. Topics will include: the Clean Air Act and air quality measurements; the Safe Drinking Water Act and water resource protection; the Toxic Substance Control Act and health effects from environmental pollutants; and the disposal of hazardous and solid wastes.

*Charles M. Spooner*

#### **GE 794 and 796 Seminar in Geology: (F: 3-S: 3)**

The analysis and discussion of topics of current interest in geology.

*The Department*

#### **GE 795 and 797 Seminar in Geophysics (F: 3-S: 3)**

The analysis and discussion of problems of current interest in geophysics.

*The Department*

#### **GE 798 Reading and Research in Geophysics (F: 3-S: 3)**

A study of some problem or area of knowledge in geophysics.

*The Department*

#### **GE 799 Reading and Research in Geology (F: 3-S: 3)**

A study of some problem or area of knowledge in geology.

*The Department*

#### **GE 801 Thesis Seminar (F: 3-S: 3)**

A thesis research course under the guidance of a faculty member.

*The Department*

#### **GE 802 Thesis Direction (F: 0-S: 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

*The Department*

## GERMANIC STUDIES

Although the Germanic Studies Department does not offer a graduate degree, the following course is available to graduate students from various departments.

#### **GM 199 Germanic Studies (F: 0)**

The course prepares the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own as well as related major fields. Note: No previous German is required for this course.

*Gert Bruhn*

## HISTORY

### FACULTY

**Andrew Buni**, *Professor*; A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

**James E. Cronin**, *Professor, Chairperson of the Department*; Director of Graduate Studies B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

**Radu R. Florescu**, *Professor*; A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

**John L. Heineman**, *Professor*; A.B., University of Notre Dame; Ph.D., Cornell University

**Raymond T. McNally**, *Professor*; A.B., Fordham University; Ph.D., Free University of Berlin

**David A. Northrup**, *Professor*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

**Thomas H. O'Connor**, *Professor*; A.B., A.M., Boston College; Ph.D., Boston University

**Alan Reinerman**, *Professor*; B.S., A.M., Xavier University; Ph.D., Loyola University

**Peter H. Weiler**, *Professor*; A.B., Stanford University; A.M., Ph.D., Harvard University

**Silas H. L. Wu**, *Professor*; A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

**Benjamin Braude**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

**Paul Breines**, *Associate Professor*; A.B., A.M., Ph.D., University of Wisconsin

**Robin Fleming**, *Associate Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

**Ellen G. Friedman**, *Associate Professor*; B.A., New York University; Ph.D., C.U.N.Y. Grad School



**Mark I. Gelfand**, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

**R. Alan Lawson**, *Associate Professor*; A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

**Roberta Manning**, *Associate Professor*; A.B., Rice College; A.M., Ph.D., Columbia University

**Rev. Francis J. Murphy**, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Catholic University

**Kevin O'Neill**, *Associate Professor*; A.B., Marquette University; A.M., Loyola University; Ph.D., Brown University

**Thomas W. Perry**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

**Carol M. Petillo**, *Associate Professor, Director of Graduate Studies*; A.B., Montclair State College; A.M., Ph.D., Rutgers University

**Virginia Reinburg**, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

**Alan Rogers**, *Associate Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara

**John H. Rosser**, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

**Judith E. Smith**, *Associate Professor*; B.A., Radcliffe College; M.A., Ph.D., Brown University

**Paul G. Spagnoli**, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Harvard University

**Karen Spalding**, *Associate Professor*; B.A., Stanford University; M.A., Ph.D., University of California at Berkeley

**John Tutino**, *Associate Professor*; A.B., College of the Holy Cross; Ph.D., University of Texas at Austin

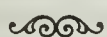
**L. Scott Van Doren**, *Associate Professor*; A.B., Oberlin College; A.M., Ph.D., Harvard University

**Lawrence Wolff**, *Associate Professor*; A.B., Harvard College; M.A., Ph.D., Stanford University

**Sherri Broder**, *Assistant Professor*; B.A., Hampshire College; M.A., State University of New York at Binghamton; Ph.D., Brown University

**Karen Miller**, *Assistant Professor*; B.A., M.A., University of California at San Diego; Ph.D., University of California at Santa Barbara

**Mrinalini Sinha**, *Assistant Professor*; M.A., Jawaharlal Nehru University; M.A., Ph.D., S.U.N.Y.



## PROGRAM DESCRIPTION

The M.A. and Ph.D. degrees are offered with concentrations in Medieval History, Early Modern European History, Modern European History, American History, and Latin American History. The Department also offers work in African History, Middle Eastern History, and Asian History.

The Department sponsors interdisciplinary work leading to Master's degrees in American

Studies, in European National Studies and in Medieval Studies. A Master of Arts in Teaching (M.A.T.) program for secondary school history teachers is administered by the Department of Education.

### Master of Arts Programs

**Requirements:** The M.A. degree requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination. The one exception to this is the European National Studies Program, which requires 36 credits.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

### The Master of Arts in History

All candidates for the M.A. in History are encouraged to pursue an individual course of study, developed in conjunction with a faculty advisor, selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration. Considering these criteria, students are advised normally to select and complete 18 hours in a major area and 12 hours in a minor area. Available as major or minor areas are American History, Medieval History, Early Modern European History, Modern European History, (encompassing English, Irish, Continental European, East European, and Russian History) and Latin American History. Other minor areas available are African, Middle Eastern, and Asian History.

Students whose prior academic preparation is sufficient to warrant an exception be made to the above requirements may, with the consent of their advisor, ask the Graduate Committee of the Department for permission to substitute a different proportion or variety of courses and areas than those normally required. The opportunity for study in a major or minor area is open to the extent that the Department offers sufficient course work in the student's area of interest.

The possibility of study in departments outside of History exists, and with the permission of the Graduate Committee of the Department a candidate whose advisor so recommends may earn as many as six credits in Classics, Economics, English, Political Science, Sociology or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area. They must also pass a foreign language reading examination, ordinarily in French, German, Russian, or Spanish. Another foreign language, when relevant to the research of the student, may be substituted with permission of the Graduate Committee of the Department. Students also take an oral comprehensive examination, administered by the student's advisor and two additional faculty members, one from the major area and one from the minor.

Students may complete the Master's degree with or without a thesis. Those wishing to write

a thesis should complete all of the other requirements for the degree and request permission. The thesis counts for six credits and must be approved by the candidate's major advisor.

### The Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic engagement with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which he or she learns from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program are the Departments of History, English, Sociology, Economics and Political Science. The program is administered by a committee composed of representatives from each of the cooperating departments. A two-semester core course required of all American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues, in a chosen field.

**Requirements:** Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for one additional research seminar.

The candidates will take an oral comprehensive examination which will be tailored to reflect their capacity to synthesize diverse areas of knowledge and will focus on their major interest. The examining board should consist of at least one member of the American Studies committee.

An applicant for admission to the American Studies program should submit an application to the department of desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee.

### European National Studies

The M.A. in History is also offered in a program on the history and language of a single European nation. At present, programs are offered in British, French, German, Irish, Russian, and Spanish studies. Except as noted below, students in European National Studies must complete 36 credits of approved courses and pass an oral comprehensive examination.

At least 18 credits must be in history, of which at least 6 credits should be in general European surveys (including one colloquium), and at least 9 credits in the history of one European nationality (including a seminar in which that national language is used for research). Except for those in British and Irish studies, students must complete at least 12 credits in appropriate foreign language and literature courses, and receive a high pass on a written examination in that language. Students with sufficient background to enter language courses at the intermediate level or above may be permitted to take only 6 credits of course



work in language and literature courses and be exempted from 6 credits of work toward the degree.

Students in Irish studies must, in addition to 30 credits in history, Irish literature, and other relevant disciplines, take 6 credits in beginning Irish Gaelic. Students in British studies must take a total of 30 credits in history, English literature, and other appropriate courses, and fulfill the Department's usual foreign language requirement.

**Medieval Studies**

The Department of History offers an opportunity in Medieval Studies for students planning to pursue advanced studies in the medieval field at Boston College or at other institutions. Students interested in this course of study will be expected to take at least nine hours in Medieval History and at least six hours of graduate study in one of the related areas. The attention of History majors is directed to courses in medieval subjects offered by other departments. If the student is doing a thesis it will be written under the direction of a member of the History Department, and will be read by a member of the department in the related field of study. In addition to the language requirements of the Department, the candidate will be expected to know Latin. All other requirements for the M.A. degree will remain in effect.

**The Doctor of Philosophy in History**

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine fulfillment of certain regulations, nor for the successful completion of a specified number of courses, there are certain basic requirements. These may, however, be modified as individual circumstances warrant.

1. *Course and Residency Requirements:* Students entering directly into the Ph.D. program are required to complete 42 credits, 36 of which are to be earned prior to taking comprehensive exams. The last six credits are to be earned by taking the Dissertation Seminar (3 credits) and readings and research (3 credits) directed toward the dissertation with the major professor. Students entering the program with a Master's degree in History from an institution other than Boston College will be required to complete 18 credits. All students in the Ph.D. program are required to pursue two semesters of full-time study during the first year and must, in the course of their studies, complete at least two seminars (one of which may be the dissertation seminar), and at least two colloquia (one in the major and one in a minor area).

2. *Faculty Advisor:* During the first semester of full-time study, the doctoral student will pick a faculty advisor, who will oversee the student's progress in preparing for comprehensive exams and in developing a dissertation topic.

3. *Plan of Study:* By the conclusion of the first semester, and after full consultation with the advisor and the Director of Graduate Studies, the student shall file a plan of study leading to the comprehensive examination. This plan of study will consist of three areas of concentration (as defined below). One of these areas will be designated as the major area. From within this major area, the student shall choose two fields of study. Because

**FIELDS OF STUDY IN THE DOCTORAL PROGRAM**

**AREA**

**American History**

**FIELDS**

- American History to 1789
- American History, 1789–1877
- American History, 1865 to present
- American Intellectual History
- American Social History
- American Urban History
- American Racial and Ethnic History
- American Diplomatic History
- American Women's History

**Medieval History**

- Medieval Social and Economic History
- Medieval Cultural and Religious History
- Medieval Political History

**Early Modern European History**

- Renaissance Europe
- Reformation and Counter-Reformation
- Europe in the 17th and 18th Centuries
- Early Modern Social and Economic History
- England in the 18th century
- Early Modern French History
- Early Modern Spanish History

**Modern European History**

- Modern Europe, 1789–1914
- Modern Europe, 1870–1945
- Contemporary Europe
- Modern European Intellectual History
- Modern European Social and Economic History
- Modern European Diplomatic History
- British History since 1815
- German History since 1789
- French History since 1789
- Irish History since 1789
- Italian History since 1789
- Eastern Europe since 1789

**Russian and Eastern European History**

- Pre-Revolutionary Russian History
- Soviet History
- Eastern Europe before 1789
- Eastern Europe since 1789

**Latin American History**

- Colonial Latin American History
- Modern Latin American History
- Central American/Caribbean History
- South American History
- Mexican History

**Other Areas  
(Minor only)**

- History of China
- African History
- Middle Eastern History
- Ancient History

the student will be expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. The student shall then select one field of study from each of two additional areas of concentration. Normally, faculty will require that students take at least some formal course work in each field and will expect students to develop and master a reading list of important books and articles agreed with the student. With the approval of the advisor and the Director of Graduate Studies, the student may offer, as one of the two minor areas, a discipline related to history or a topic within that cuts across traditional geographical or

chronological boundaries. When considered necessary to the student's program, the department may require advanced-level work in a related discipline either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated, and revised whenever necessary. Changes, however, must be approved by the advisor and the Director of Graduate Studies.

4. *Areas and Fields:* Among the areas and fields a student may choose to study are listed above. Substitution of other areas of study must be approved by the Graduate Committee of the Department. Approval will be based upon the availability of appropriate faculty at Boston College,



or at the schools involved in the Consortium program—Brandeis University, Boston University, and Tufts University.

**5. Language Requirements:** The student must demonstrate a reading knowledge of at least two foreign languages, normally French, German, Russian or Spanish. Substitution of another foreign language may be permitted upon recommendation of the student's advisor and with the approval of the Director of Graduate Studies. The language requirement must be fulfilled prior to taking comprehensive examinations.

Students who select Medieval History as their major area must pass an additional qualifying examination in Latin (and/or Greek for Byzantine History), before taking the comprehensive examination. Students concentrating in American History may substitute competency in a field of particular methodological or theoretical relevance to their program of study for competency in a second foreign language. To do so, students must petition the Graduate Committee for the substitution, explaining the nature of the field and its importance to the plan of study, particularly the dissertation. It will be the responsibility of the student's major professor to assess and certify that the student has acquired the appropriate skills and knowledge.

**6. The Comprehensive Examination.** The student's oral comprehensive examination will normally be conducted by an examining board composed of four faculty members, two from the student's major area, and one each from the two minor areas.

The comprehensive examination is not restricted to the content of graduate courses, but will be more general in nature. While it is expected that the student will have, by the time of the examination, a thorough grasp of the significant historiography in the three areas of study, the examination itself is more directly concerned with the maturity of the student's comprehension and with the ability to analyze, interpret, and evaluate.

**7. The Dissertation:** Students are encouraged to develop a dissertation topic even before taking and passing comprehensive exams. The last six credits earned for the degree should be focused explicitly on the dissertation, however. These should include the Dissertation Seminar and independent research with the major advisor. Ordinarily, these will be done after students have taken comprehensive exams. Dissertation proposals must be approved by the faculty advisor, who serves as its director, and by the Graduate Committee of the Department, and should be completed by the end of the semester following the passing of comprehensive exams. The dissertation itself must be approved by a committee of three readers, the director and two other faculty, approved by the Director of Graduate Studies. It must also be defended in an oral examination to which the entire graduate faculty in History is invited.

### **Application to the M.A. and Ph.D. Programs**

The deadline for applications to the graduate programs in History, and for financial aid, is **March 1**. The Department does not ordinarily make decisions in the fall for January admissions. **Pri-**

**ority in the awarding of financial aid is normally given to students applying to the Ph.D. program. Students who ultimately plan to pursue a Ph.D. should therefore consider applying directly to the doctoral program.** Packets containing application materials can be obtained by writing or phoning the Director of Graduate Study, History Department. Along with the forms in the packet all applicants should submit the following material: 1) scores of the Graduate Record Exam (the history subject test is not required); 2) a succinct typed statement outlining your reasons for pursuing graduate study in history; 3) a sample of your historical writing (a paper written for a recent course or one written expressly for the application); and 4) three (3) letters of recommendation.

## **COURSE OFFERINGS**

### **Advanced Electives**

Graduate students may take most advanced undergraduate electives for graduate credits. Typically, graduate students fulfill additional requirements specified in advance by the professor. Formal permission is required for graduate students to register in such courses.

#### **HS 303 The Rise of Modern China (F: 3)**

A survey of political, social and intellectual history from 1600 to the May Fourth Movement (Intellectual Revolution) around 1919 with special attention to Western impact on China's domestic development from the mid-nineteenth to the early twentieth century.

*Silas Wu*

#### **HS 304 20th-Century China (S: 3)**

A survey of the political, social and intellectual history of China in the twentieth century. The first half of the course will cover the period of the Republic of China from 1912 to 1949; the second half will cover the history of the People's Republic of China from 1949 to the present. Major topics are: The May Fourth Movement, the relationship between the Nationalists and the Communists; Japanese imperialism and the War of Resistance; the growth of Chinese communism and Civil War; Maoism and the cult of Mao; the Cultural Revolution; and China's struggle to modernize in the post-Mao era.

*Silas Wu*

#### **HS 305 Mao and the Communist Revolution in China (S: 3)**

A study of the Chinese Communist Revolution starting from its founding to the present with special emphasis on the personification of Mao in Chinese Communism. The first half of the course will cover the pre-1949 years including Mao's early experiences in Hunan, the Long March, and ideology and strategies during the War and the Civil War; the second half will cover the post-1949 period under the People's Republic. Attention will also be given to the desanctification of Mao after 1976 under the leadership of the pragmatists.

*Silas Wu*

#### **HS 307 Travelers and Spies in the Middle East: Lawrence of Arabia and His Colleagues (F: 3)**

This course will examine the motives of the travelers, the impact of their writings, and the policies and politics they sought to advance. Specific topics include: psychology of the traveler, works of travel as literature and history, the genre of

travel literature; views of Islam, Arabs and Turks; the appeal of the East, response to the reception of the foreigner, Muslim travelers in the West, the romantic impulse for travel, and the industrial Revolution. Readings will be drawn largely from such writers as Lawrence himself, Richard Burton, Charles Doughty, Wilfrid Thesiger, and William Gifford Palgrave.

*Benjamin Braude*

#### **HS 311 The African Slave Trade (S: 3)**

From antiquity to the late nineteenth century black Africans were sold as slaves to the far corners of the world. This course examines the origins of this nefarious trade with particular emphasis on the trans-Atlantic slave trade that began in the sixteenth century. Topics include the economic, political, and moral dimensions of the trade, including ways in which slaves were obtained in Africa, their transport to the New World, the slave systems that were established there, and the campaign to end the trade in African slaves. The African slave trade is an excellent introduction to the changing geography, economics, and ideas of the modern world.

*David Northrup*

#### **HS 314 (FA 327) Early Medieval Art in Ireland and Britain (F: 3)**

This seminar will examine the origins and development of art in Ireland and Britain in the Early Medieval period and production of Irish and English missionaries on the Continent. Emphasis will be placed on manuscripts, sculpture, and metal-work of the sixth to ninth century, on understanding works of art in their historical contexts, and on their sources in the Celtic, Germanic and Mediterranean worlds. Students will work on individual research projects.

*Nancy Netzer*

#### **HS 326 History of Modern Iran (F: 3)**

The primary objective of this course is to provide an analysis of the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: major structural changes in the Iranian economy and society in the latter part of the 19th century; social and religious movements in the 19th century; the constitutional revolution of 1905–1911; the changing relations between Iran and the West; Iran's experience as a "modernizing" state, 1925–1979; the cultural roots and the social-structural causes of the Iranian Revolution of 1977–79; economic and political developments in Iran since the revolution; and Iran's current regional and international role.

*Ali Banuazizi*

#### **HS 363 Modern India I: India Under the British (F: 3)**

The recent spate of popular films ("Gandhi," "A Passage to India," "Heat and Dust") and television series ("The Jewel in the Crown") on India prompted the Indian-born writer Salman Rushdie to comment on the phenomenon of the "revival of the Raj" in the West. This course will try to understand the implications of this renewed interest by starting with an exploration of the myth and the reality of the British Raj or rule in India. This course is designed as an historical survey of British rule in India, from the takeover of India by the British Crown in 1858 to Indian independence in 1947. We will look at British colonial policy as well as at various responses to colonial



rule in India, such as the social and religious reform movements, peasant and anti-caste movements, the women's movement and the nationalist movement. We will also focus on the alternative to the Raj offered by the Indian nationalist movement which, especially under the leadership of M.K. Gandhi, had come to encompass the various other movements.

*Mrinalini Sinha*

**HS 364 Modern India II: India After Independence (S: 3)**

Although "India Under the British" is not a requirement for taking "India After Independence," the latter is a continuation of the former which deals with the period leading up to Indian independence in 1947. This course focuses on the modern developments in the Indian nation after 1947. It begins with an evaluation of ideological foundations of the modern Indian state and its ability to deal with the many challenges to its legitimacy. In this context we will study the threats posed by various regional and secessionist movements, the resurgence of virulent communal or religious ideologies and the increase in violence against backward castes and groups and against women. We will also examine the vitality of several grass roots social movements in India, most notably Dalit (backward caste) and peasant movements which are addressing a wide range of issues from economic and political empowerment to gender, caste and environmental issues.

*Mrinalini Sinha*

**HS 392 American Immigration Since 1900 (F: 3)**

An examination of "the new migration", 1890–1927; exclusion; hyphenated Americans (1927–1945); post-World War II "100% Americans"; the 1960s black-ethnic turmoil; the newest arrivals (Puerto Rican, Cuban, Mexican, Latin Americans, Southeast Asian), and the "undocumented" since the 1970s.

*Andrew Buni*

**HS 394 The Age of Jackson (F: 3)**

A study of the Jacksonian period of American History, with particular emphasis upon the way in which new political ideologies influenced changing patterns of thought in social, economic, and cultural affairs during the 1830s and 40s. Special consideration will be given to historical developments in New England and the Northeast.

*Thomas O'Connor*

**HS 399 The Gilded Age (F: 3)**

A survey of major political, social, economic, and cultural developments in the United States from 1877 to 1897. The course will focus on the after-effects of national Reconstruction policy; the impact of industrialization and the philosophy of Big Business; the nature of literary and cultural standards during a period of conspicuous consumption; and the response of farmers, laborers, and immigrants that led to the Populist crusade.

*Thomas H. O'Connor*

**HS 401 (TH 444) The Reformation (S: 3)**

This course will explore the religious and social history of the Protestant and Catholic Reformations. We shall examine in detail the major theological and ecclesiological questions of the sixteenth century: How is a human being saved? What is the proper relationship between person and God? What is the status of earthly life in relation to eternal, heavenly life? How should hu-

man beings organize their knowledge and worship of God, their administration of the spiritual life? We shall consider these questions by focusing on the ideas and activities of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. However, we shall also devote considerable attention to the opinions and religious practices of the ordinary believer—Protestant and Catholic, female and male, peasant and aristocrat. Thus the relationship between theology and religious experience will be an important theme of the course. We will also consider in some depth the impact of the Reformation on local religious life.

*Virginia Reinburg*

**HS 406 Irish Society, Culture and Women 1848-1970**

*Margaret MacCurtain*

**HS 418 (EN 500) Literature and Politics in 18th and 19th Century Ireland (F: 3)**

This course will examine the relationship between literature and politics in 18th and 19th century Ireland. Major works of Irish literature of this period will be considered in the light of their social and political origins, their subsequent effect of political conceptualization and action, and their place in the development of the Irish literary tradition. Among the writers to be considered are Swift, Merriman, Maria Edgeworth, William Carlton, Charles Rickham.

*Adele M. Dalsimer*

*Kevin O'Neill*

**HS 421-422 Modern England (F: 3-S: 3)**

After a look at the medieval background, the course will deal with the period from 1485 to the present. Emphasis will be mainly on political and constitutional history, but with attention to social and intellectual developments as well, and also to the British Empire of the 19–20th centuries and British influence on the world at large.

*Thomas W. Perry*

**HS 441-442 Rise of Modern Germany (F: 3-S: 3)**

A two-semester survey of the political, cultural, economic, and intellectual factors which comprise the so-called "German Problem". This course will provide the historical background for understanding the current dilemma of German re-unification. The first semester will concentrate on the developments from Napoleon's conquests to World War I, and will stress the search for unification. The second semester will begin with the Weimar Republic and continue through the Nazi Dictatorship up to contemporary developments.

*John L. Heineman*

**HS 453 Russian History up to the Revolution (F: 3)**

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian history.

*Raymond McNally*

**HS 454 Twentieth-Century Russia (S: 3)**

A survey of Russian history from the 1905 and 1917 Revolutions to the present day, with an emphasis on the relation of social and political developments. Special attention will be paid to the Russian Revolution of 1917 and its causes, the NEP, the power struggle of the 1920s, women's liberation, the rise of Stalin, industrialization, collectivization, political terror, World War II, the Cold War, Khrushchev and de-Stalinization,

the "normalcy" of the Brezhnev era, Gorbachev and Perestroika and the end of the Soviet Period.

*Roberta Manning*

**HS 462 The High Middle Ages (S: 3)**

The first half of this course will examine the reasons behind the appearance of a new and vital civilization in Europe during the twelfth century. This civilization was accompanied by the appearance of powerful feudal kingdoms, written government, ordered legal systems, universities, and scholasticism. The second half of the course will explore the problems that arose because of these developments, in particular heresy, anti-semitism, and aristocratic, popular, and communal revolts. Readings will include epics, romances, legal and commercial documents, crusader chronicles, a medieval autobiography, and saints' lives.

*Robin Fleming*

**HS 463 The End of the Ancient World: East and West (S: 3)**

How was power acquired, lost, flaunted, and ultimately transformed in Late Antiquity? That is the focus of the course. Rome completed with a new imperial capital at Constantinople. Barbarian invaders settled in the West. New aristocracies competed with older ones. Power over the East was contested by Persians and Arabs. Holy men arose whose power sometimes equalled that of emperors and bishops. From the third to the eighth century, the Roman Empire broke apart, and was transformed in fundamental ways. The struggle for power, and its new manifestations is one way of looking at this transformation.

*Robin Fleming*

*John Rosser*

**HS 466 Europe 1871-1914 (S: 3)**

This course will explore the development of Europe from the end of the Franco-Prussian War in 1871 to the outbreak of World War I in 1914, years when Europe had attained a position of unparalleled prosperity and world domination, but which ended disastrously with its plunge into war in 1914. Particular emphasis will be given to the following themes: the political and diplomatic developments that first gave Europe one of its longest periods of peace, and then plunged it into its most disastrous war; the political progress that led to the apparent triumph of liberalism and democracy in most of Europe by 1914; the economic and technological progress that gave Europe unprecedented prosperity, and the rise of European domination of the world.

*Alan Reimerman*

**HS 467 Sixteenth-Century Catholicism (F: 3)**

This is a lecture course dealing with the phenomenon commonly known as the Catholic reformation. Topics will include lay confraternities, the new catechesis, Humanism and the reform of ministry, the Council of Trent, the new religious orders, Teresa of Avila, Carlo Borromeo.

*Rev. John W. O'Malley, S.J.*

**HS 468 Russian Intellectual History (S: 3)**

This course is concerned with writings of significant Russian thinkers from the nineteenth and twentieth centuries, in particular, the relationship among their ideas and concrete social, economic and political changes in Russia.

*Raymond T. McNally*



**HS 469 Intellectual History of Modern Europe (F: 3)**

This course traces the main contours and various nooks and crannies in the development of thought and culture in Western Europe from the Age of the French Revolution to the present day. It examines the 19th century, moving from the decades (1800–1848) marked by idealist philosophies, romantic aesthetics and utopian social theories, to the triumph of positivism and the new religion of science between 1850 and the 1880s, and ending with the emergent crisis of Western culture at the century's close. Readings will include works by Hegel, Schopenhauer, George Sand, Flaubert, Mill, Nietzsche, Engels, Gustav LeBon, Oscar Wilde and Andre Gide.

*Paul Breines*

**HS 470 Intellectual History of Modern Europe (S: 3)**

Although HS 469 is not a requirement for taking HS 470, the latter is a continuation of the former, which deals with the 19th century. This course focuses on the 20th. It begins with the cultural crises and transformations of the turn of the last century, especially the works of Freud, Einstein, and the Cubists, viewing these as the soil for the growth of what is now called post-modernism. It traces developments through World War I and its impact through the politicization of intellectuals in the 1920s and '30s, World War II, genocide, post-war affluence and anti-colonialism, to the 1960s upheavals and the subsequent emergence of post-modernist ways of experiencing. Attention is given to the formation of sub-cultures around the artistic avant-garde, the political "ultra-left," and gay and lesbian life in Europe.

*Paul Breines*

**HS 488 The French Revolution (F: 3)**

A social and political history of France during the turbulent decade, 1789 through 1799. The course will consider the origins of the Revolution, the reconstruction of France by the National Assembly, the failure to regain stability in 1791–92, the rise of the radical Jacobins and the Reign of Terror, the Thermidorian Reaction, and the eventual rise and career of Napoleon Bonaparte. The course will conclude with an examination of the consequences of these events.

*Paul Spagnoli*

**HS 501 Roots of Revolution: Central America (S: 3)**

The peoples of Central America have faced difficult revolutionary conflicts in recent decades. The nations of the region share common historical experiences from Spanish colonialism to twentieth-century U.S. economic expansion and political intervention. Yet the nations of Central America remain very diverse. National political systems vary, economic histories differ across regions within small nations, and sharp cultural diversities persist. This course explores comparatively the histories of Guatemala, El Salvador, and Nicaragua, seeking an understanding of the origins of their diverse yet simultaneous revolutionary conflicts.

*John Tutino*

**HS 503 The Civil War (S: 3)**

An analysis of the Civil War in the United States from 1845 to 1877 in terms of the background and causes of the conflict, the principal military the-

aters of operation, and the main events of the Reconstruction period that followed the war.

*Thomas H. O'Connor*

**HS 516 American Revolution (S: 3)**

This course will analyze the political, social, and economic causes and consequences of the American Revolution. It is a course intended primarily for advanced history majors and graduate students.

*Alan Rogers*

**HS 537 The United States Since 1929 (F: 3)**

This course is designed for history majors and others interested in the significant political, economic and social developments in the United States over the past half-century. The course will focus mainly on domestic affairs, but one of the themes will be the increasing role the United States played in world politics during this period. Among the topics to be covered are: the Great Depression; Franklin D. Roosevelt and the New Deal; World War II; the Cold War; the Red Scare; the civil rights movement; student protest in the 1960s; the struggle for sexual equality; Johnson, Nixon, Vietnam and the problem of the modern presidency; the contemporary crisis in the American economy and Reaganomics. One of the issues we will be examining throughout the course is the ability of American liberalism to meet our society's problems and its efforts to adapt to changing conditions.

*Mark Gelfand*

**HS 545-546 American Ideas and Institutions (F: 3-S: 3)**

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities.

*Alan Lawson*

**HS 549-550 U.S. Military History (F: 3-S: 3)**

The military tradition in the United States is older than the country itself. Out of this tradition grow many of the ideas and assumptions which still shape current military policy. This course will examine the military history, both in war and in peace, and the attitudes to which it gave shape, particularly emphasizing military leaders, institutional developments, and the social and political context in the years between 1607 and 1991.

*Carol M. Petillo*

**HS 575 Concertworks in Europe and the United States, 1930-1945 (F: 3)**

A survey of major works, mostly musical, created during the crisis years of the Great Depression and of World War II. The course will be built around compositions by Shostakovich, Prokofiev, Bartok, Kodály, Orff, Weill, Ravel, Stravinsky, Britten, Gershwin, Ellington, Basie, Holiday, Copland, and Bernstein. Some of the ways in which the often traumatic experiences of the period may have affected cultural activity will be one of the central concerns of the course. Since many of the compositions were presented in collaborative productions, contributions by directors, choreographers, designers of stage and film productions, and others will be included in the course as subordinate topics. Each student will put together a collection of "images" from the period (on paper, in a sequence of slides, in a computer

presentation, or in some other suitable format to be worked out in cooperation with the professor) corresponding "appropriately" to the "content" of one of the musical works and/or to the "context" in which it was composed.

*Scott Van Doren*

**Graduate Colloquia**

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. All graduate students are urged to take at least one colloquium each semester.

**HS 822 Colloquium: The National Security State in 20th-Century Russia (F: 3)**

The world wars and permanent peacetime arms race of the 20th century greatly enhanced the scope of state activity, giving rise to a new phenomenon, "the national security state," capable of subordinating other concerns to waging and preparing for total war. This course seeks to explore the rise and development of the national security state in Russia, the least economically developed of the great powers, where many believe that state authority developed to its zenith. We will seek to understand why the new Soviet government, which arose as the result of a revolution that repudiated war and the modern arms race, became one of the major parties to the Cold War through a melange of diplomatic and military history and biography (both collective and individual). We will also study the role the USSR played in the Cold War between 1945 and 1991. Special attention will be paid to the impact of foreign policy on the USSR's domestic development; the burden of military spending on the Soviet economy; the impact of World War II; the course of the arms race; the role played by each of the Soviet Union's major leaders, from Lenin to Gorbachev (especially their distinctive views of foreign relations); and the relationship of the Soviet Union to the rash of revolutions in late industrializing nations that began in 1905, accelerated in the wake of both world wars, and ended only in 1975, with the fall of the last of Europe's colonial empires, that of Portugal.

*Roberta Manning*

**HS 823 Colloquium: Nietzsche (S: 3)**

This colloquium will, so to speak, historically think Nietzsche anti-historically thinking history. Along the way, we will concern ourselves with the problems and possibilities of doing this. The main Nietzsche texts will be his *Untimely Meditations* (especially *Uses and Abuses of History*) and *Genealogy of Morals*. Part of our work will involve opening ourselves to Nietzsche's critique of historical thinking and writing; part will be to consider his critique in historical terms; part will be to reckon with the tensions between these efforts. If Steven Aschheim's forthcoming book on Nietzsche's impact in Germany is published in time, we will use it. Michel Foucault's essay, "Nietzsche, Genealogy, History", Jacques Derrida's *Spurs. Nietzsche's Styles*, David Allison's collection of essays, *The New Nietzsche*, and Alexander Nehamas's *Nietzsche, Life as Literature*, André Gide's novel, *The Immoralist*, and the chapter on Nietzsche in Georg Lukács's *Destruction of Reason* will also be used and, doubtless, abused.

*Paul Breines*

**HS 826 Colloquium: Daily Life in the West 1000-1800 (F: 3)**

This course will use primary sources and secondary studies by scholars in the "new history" to



consider how people, especially “ordinary” people, experienced life during the Medieval and Early Modern periods. Although a few sessions will concern topics having to do with “mentalities,” most will concern activities associated with “material” needs. Among these topics: food and drink, clothing, shelter, heat and light, measures against illness and incapacitation, gender definition and gender-defined roles, marriage and reproduction, types of labor, implications of literacy, protection of self/others/possessions, pleasures of surplus, criminal behavior, perceptions of the supernatural, experience of old age, confrontations with death.

*Scott Van Doren*

**HS 839 Colloquium: German History Since 1945 (F: 3)**

This course will concentrate on readings and discussions of the evolution of the two German Republics since the end of the war. It will focus specifically on political aspects, with some attention to economic and cultural developments.

*John L. Heineman*

**HS 846 Popular and Elite Culture in Ireland: 1750–1850 (F: 3)**

During the century under consideration Ireland experienced dramatic and often violent social and political change. Major events included the emergence of colonial nationalism and Republicanism, the Revolution of 1798, the Act of Union, the movements for Catholic Emancipation and Repeal, and the Revolution of 1848. Traditional historiography has linked these events through the personalities of the major political leaders involved. This course will instead explore the ways in which popular culture both facilitated and in some cases, dominated these developments. It will focus on the ways in which population growth, increased contact with the Continental and Atlantic worlds, popular religion, increases in educational and printing resources, and the development of the first mass democratic politics in Europe gave Irish people an unprecedented opportunity to participate in events of this era. Specific topics covered included: sectarianism, agrarian protest, moral economy, colonial identity, literacy and education, popular religion, public and private discourse, and urban-rural relations.

*Kevin O'Neill*

**HS 855 Colloquium: U.S. to 1860 (F: 3)**

This course is intended as an introductory, graduate-level survey of major themes and issues in American history prior to the Civil War. The approach will be largely historiographical, in the sense that it will focus on works of major interpretive significance rather than upon works of a synthetic nature.

*Alan Rogers*

**HS 856 Colloquium: Civil War (S: 3)**

A Graduate Colloquium focusing on the major historians, the outstanding secondary sources, and the significant schools of historical thought relating to the era of the American Civil War.

*Thomas O'Connor*

**HS 864 Colloquium: European Cultural History (S: 3)**

This course will focus on 18th-century culture, examining the intellectual transition from early modern Europe to modern Europe, the revolutionary implications of the enlightenment in Eu-

rope in America, and the cultural evolution through travel and philosophy of Europe's perspective on the world.

*Lawrence Wolff*

**HS 872 Colloquium: U.S. Since 1860 (S: 3)**

An historiographical approach to American history. Among the topics to be covered are Reconstruction, Big Business, Populism, Progressivism, the New Deal, Post-World War II Society and Politics, Kennedy and Johnson.

*Andrew Buni*

**HS 876 Colloquium: Biography (S: 3)**

This course will examine biography both as a methodology and as one way to know history. Readings will include studies about the genre, as well as biographies of historical figures from around the world.

*Carol M. Petillo*

**HS 891 Graduate Core Colloquium: An Introduction to the Literature of American Studies (F: 3)**

The colloquium considers a wide range of readings that represent key avenues of approach to the interdisciplinary study of culture. Additional time will be spent examining the nature of the field of American Studies and its present state.

*Judith Smith*

**HS 893 Global Power and Local Cultures (F: 3)**

Power has become increasingly global since the sixteenth century, as commercial, then capitalist production became ever more encompassing, and as states became increasingly expansive, often imperial. Yet the social and culture worlds in which most people live remain local: a metropolis, a region, a village community. Lives across the globe are linked and in fundamental ways structured by powers beyond local, even national, control. Yet the social and cultural adaptations to those powers, the human relationships and guiding visions that organize everyday lives, historically develop in local contexts. The result has been an ever more encompassing global integration accompanied by proliferating social and cultural diversity. This colloquium explores major historical analyses of the internationalization of power along with outstanding works that probe locally diverse adaptations to those powers in Latin America. The goal is an understanding of the changing relations between global power and local cultures from the sixteenth century to the present.

*John Tutino*

**HS 896 Core Colloquium: Early Modern Europe (S: 3)**

The purpose of this course is to prepare students to be teaching assistants in the first half of the History Core course. This year the colloquium will focus on the social and political history of Italy, Spain, and France from approximately 1400 to 1700. Topics to be covered include transformation of the social structure in city and countryside, political life at the level of both state and local community, and issues of gender in social and political life.

*Virginia Reinburg*

**HS 897 Core Colloquium: Modern Europe (F: 3)**

The colloquium will serve as a broad introduction to major themes, controversies and historiographic developments in modern European history. The focus during 1992-93 will be largely upon social and economic history.

*James Cronin*

**Graduate Seminars**

Seminars primarily involve original research in a carefully delineated topic. Students must discuss with the professor whether or not they have the necessary background and, where appropriate, the necessary foreign language ability to qualify for admission into the seminar.

**HS 911 Seminar: Andean History (S: 3)**

Half of course will be devoted to presentation and discussion of secondary readings, both for their theoretical insights as well as their use of source materials. During the second half of the course, students will prepare their own research papers, with periodic conferences with the professor. If possible, the final weeks of the term will again bring the members of the class together, so that members can present their papers to their colleagues and discuss one another's work.

*Karen Spalding*

**HS 912 Seminar: Jesuit Origins, 1540–1600 (S: 3)**

Investigation through research in original documents of any of the aspects of the early Jesuits—as theologians, catechists, preachers, founders of works of social assistance, as related to the various Inquisitions, etc. Reading knowledge of at least one pertinent foreign language required.

*Rev. John W. O'Malley, S.J.*

**HS 936 Seminar: 19th-Century Europe (S: 3)**

The course will deal with the major political, diplomatic, social, and religious developments in Europe during the period 1814–1914. Students, in consultation with the professor, will choose a topic for their seminar paper from among the many possibilities offered by that time period.

*Alan Reineman*

**HS 961 Seminar: Public Culture in America (S: 3)**

Students in this seminar will pursue selected topics concerned with the place of cultural ideas and patterns within the institutions of public life. Students will be asked to focus on their own interests, at the same time they will be as a group, explore cultural boundaries between public and private spheres of activity.

*Alan Lawson*

**Graduate Independent Study**

**HS 799 Readings and Research: Independent Study**

*Prerequisite:* Permission of Instructor

Graduate students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member.

*The Graduate Faculty*

**HS 801 Thesis Seminar (F, S: 6)**

A research course under the guidance of a faculty member for those writing a six-credit Master's Thesis.

**HS 802 Thesis Direction (F: 0–S: 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

**HS 888 Master's Interim Study (F: 0–S: 0)**



**HS 992 Dissertation Seminar (S: 3)**

The aim of this course is to bring together students beginning dissertations in various fields to discuss the substance of their research and problems of theory, method and organization. Students will be expected to report on their work and to present, by the end of the course, either a dissertation proposal or a section of the dissertation itself.

*Peter Weiler*

**HS 998 Doctoral Comprehensives****HS 999 Doctoral Continuation (F: 0-S: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

# M A T H E M A T I C S

**FACULTY**

**Jenny A. Baglivo**, *Professor*; B.A., Fordham University, M.A., M.S., Ph.D., Syracuse University

**Gerald G. Bilodeau**, *Professor*; A.B., University of Maine; A.M., Ph.D., Harvard University

**Richard L. Faber**, *Professor*; B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

**Margaret J. Kenney**, *Professor*; B.S., M.A. Boston College; Ph.D., Boston University

**John H. Smith**, *Professor*; A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

**Joseph A. Sullivan**, *Professor*; A.B., Boston College; M.S., Massachusetts Institute of Technology; Ph.D., Indiana University

**Paul R. Thie**, *Professor*; B.S., Canisius College; Ph.D., University of Notre Dame

**Robert J. Bond**, *Associate Professor*; A.B., Boston College; Ph.D., Brown University

**Daniel W. Chambers**, *Associate Professor*; A.M., Ph.D., University of Maryland

**Richard A. Jenson**, *Associate Professor*; A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

**William J. Keane**, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame

**Gerard E. Keough**, *Associate Professor*; A.B., Boston College; Ph.D., Indiana University

**Charles Landraitis**, *Associate Professor, Chairperson of the Department*; A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

**Harvey R. Margolis**, *Associate Professor*; M.S., Ph.D., University of Chicago

**Rennie Mirollo**, *Associate Professor*; B.A., Columbia College; Ph.D., Harvard University

**Nancy E. Rallis**, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

**Ned I. Rosen**, *Associate Professor*; B.S., Tufts University; M.A., Ph.D., University of Michigan

**John P. Shanahan**, *Associate Professor*; B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

**Robert H. Gross**, *Assistant Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

**Joseph F. Krebs**, *Assistant Professor*; A.B., A.M., Boston College

**PROGRAM DESCRIPTION****Master of Arts Program**

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses described below, students may select courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program, or before seeking employment in government, industry or education.

In particular, in pure mathematics, courses in topology, analysis and algebra are offered. In applied areas, courses to meet specific needs are provided. For a student interested in a career in actuarial mathematics the Department offers courses in probability and statistics, numerical analysis and mathematical programming (operations research). For students interested in computer science, the Department offers courses in programming, data structures, machine language, algorithms, automata and formal languages, and alternate year electives in topics such as computer graphics and logic.

Students interested in a teaching career at the secondary level should be aware that because of certification requirements, unless approved equivalents have been taken previously, their course work should include:

1. MT 451 (Euclidean and Non-Euclidean Geometry),
2. MT 426-427 (Probability and Mathematical Statistics),
3. some exposure to the use of computers in mathematics—which may be accomplished by taking any 500 level course except MT 550.

The course requirements for the degree are 30 credit hours of courses in the Department and participation in a non-credit seminar (MT 902-903). Under special circumstances, and with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the

degree requirements with 24 credit hours of courses and a thesis (6 credit hours).

All students are required to take (or have the equivalent of) MT 804-805 (Analysis), MT 816-817 (Modern Algebra) and either MT 814-815 (Complex Variables), MT 840-841 (Topology) or MT 860-861 (Logic and Foundations). All students must pass a written comprehensive examination in analysis and algebra (based on MT 804-805 and 816-817).

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: MT 414, 426-427, 430, 435-436, 445, 451, 452, 480, and any 500 level course except MT 550. However, students may be required to do extra work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside of the Department.

Each graduate student should consult with the Director of the Graduate Program to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

**Master of Science in Teaching Program**

The Department offers a program leading to the degree of Master of Science in Teaching (M.S.T.) in cooperation with the Department of Education. This program is designed either for experienced teachers or for prospective teachers and consists of five courses in mathematics and up to 24 credits in education, depending on experience. Additional information on the program is available in the Education section of this Catalog. Degree candidates draw up an overall plan of study with joint advisement from the Director of the Graduate Program in Mathematics and the advisor for the M.S.T. program in the Graduate Department of Education.

Candidates are required to complete MT 804-805 (Analysis) and three other MT courses at or above the 400 level, including at least one from among MT 400-499 or MT 800-899. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include:

1. MT 451 (Euclidean and Non-Euclidean Geometry),
2. either MT 420 (Probability and Statistics) or MT 426-427 (Probability and Mathematical Statistics),
3. some exposure to the use of computers in mathematics—which may be accomplished by taking MT 550 (Computer Science I) or any other higher level computer course.

Another course particularly well suited for this program is MT 430 (Number Theory).

M.S.T. candidates must also pass an oral comprehensive examination and submit a brief expository paper in some area of mathematics.

**COURSE OFFERINGS****MT 100-101 Calculus I, II (F: 3-S: 3)**

*Prerequisite:* Trigonometry

This is a course in the calculus of one variable intended for biology, economics, and premedical students, but open to all who are qualified. Stu-



dents who have completed a year course in calculus at the secondary level should consider the accelerated version of this course, MT 110–111. Topics include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications. MT 100 is not open to students who have completed a calculus course at the college level.

**MT 102–103 Calculus (Math/Science Majors) I, II (F: 4–S: 4) or (F: 4)**

*Prerequisite:* Trigonometry

This course sequence is a first course in calculus for mathematics, computer science, chemistry, geophysics, and physics majors. Topics covered include differentiation and integration of functions of one variable, applications, transcendental functions, L'Hospital's rule, polar coordinates, sequences and series, and conic sections. Students who have completed a calculus course at the college level should consult with the Chairperson before electing this course.

**MT 110–111 Calculus/Accelerated (F: 3–S: 3)**

This course is an accelerated version of MT 100–101, and is designed for students who have had the equivalent of a one year course in calculus in secondary school. Topics include those listed for Calculus I and II, sequences and series and conic sections.

MT 110 is not open to students who have completed a calculus course at the college level.

**MT 200–201 Intermediate Calculus I, II (F: 3–S: 3)**

*Prerequisite:* MT 100–101

This course sequence is a continuation of MT 100–101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, infinite series, and an introduction to differential equations.

**MT 202 Multivariable Calculus I (F, S: 4)**

*Prerequisite:* MT 102–103 or MT 110–111

This course is a continuation of MT 102–103 or MT 110–111 for those students majoring in mathematics, chemistry, geology, geophysics or physics. Topics include vectors in two and three dimensions, analytic geometry of three dimensions, curves and surfaces, partial derivatives and multiple integrals.

**MT 203 Multivariable Calculus II (F, S: 3)**

*Prerequisite:* MT 202 or MT 113

This course is a continuation of MT 202 for mathematics majors. Topics include the calculus of vector fields, line and surface integrals, differential equations and additional topics as time permits.

**MT 216–217 Abstract and Linear Algebra I, II (F: 3–S: 3)**

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of algebraic structures and linear algebra. Topics include logic, sets, mappings, the integers, rings, fields, vector spaces, basis and dimension, systems of linear equations, linear transformations, matrices, eigenvalues and inner product spaces.

**MT 305 Advanced Calculus (Science Majors) (S: 4)**

*Prerequisite:* MT 201 or the equivalent

Topics include: linear second order differential equations, series solutions of differential equa-

tions including Bessel functions and Legendre polynomials, solutions of the diffusion and wave equations in several dimensions, the basic properties of the Laplace transform with applications.

**MT 410 Differential Equations (F: 3)**

*Prerequisites:* Linear Algebra and MT 203

This course is intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be: First order linear equations, second order linear equations, general  $n$ th order equations with constant coefficients, series solutions, special functions. Not open to candidates for the M.A. in mathematics.

**MT 414 Numerical Analysis (S: 3)**

*Prerequisite:* MT 201 or MT 203, and a programming course, such as MT 063, MT 550 or MC 140

Topics include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

**MT 420 Probability and Statistics (S: 3)**

*Prerequisite:* MT 201 or MT 202

This course is introductory but assumes a calculus background. It is open to any mathematics or science major who has not taken MT 426. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit theorem, expectation, confidence intervals and estimation, hypothesis testing.

**MT 426 Probability (F: 3)**

*Prerequisite:* MT 202

A general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random variables, weak law of large numbers, central limit theorems and conditional distributions.

**MT 427 Mathematical Statistics (S: 3)**

*Prerequisite:* MT 426

Topics studied include: sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

**MT 430 Introduction to Number Theory (S: 3)**

*Prerequisite:* MT 216–217

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

**MT 435–436 Mathematical Programming I, II (F: 3–S: 3)**

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from lin-

ear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution.

Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

**MT 445 Applied Combinatorics (F: 3)**

*Prerequisites:* A year of calculus and a course in linear algebra, abstract algebra or multivariable calculus.

This course introduces graph theory and enumeration theory with an emphasis on problem-solving. Topics include graphs, trees, counting methods for arrangements and selections, inclusion-exclusion, generating functions and recurrence relations. Representative applications to other areas, such as geometry, probability, computer science, operations research and recreational mathematics will be included. One or more additional topics may be introduced as time permits. Credit cannot be granted for both this course and MT 244, Discrete Structures and Applications.

**MT 451 Euclidean and Non-Euclidean Geometry (S: 3)**

*Prerequisite:* MT 201 or MT 202, or the equivalent.

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

**MT 452 Differential Geometry and Relativity (F: 3)**

*Prerequisite:* MT 203 and MT 216, or the equivalent.

An introduction to the differential geometry of surfaces and to the special and general theory of relativity. Topics include curves in the plane and 3-space, the first and second fundamental forms of a surface, curvature, geodesics, Riemannian manifolds, inertial reference frames, the postulates of relativity, relativity of simultaneity, Lorentz geometry, the equivalence principle, gravity as spacetime curvature, the field equations, the Schwarzschild solutions, the consequences of Einstein's theory.

**MT 480 Mathematics Seminar (F: 3)**

The topics of this one-semester seminar course vary from year to year according to the interests of faculty and students. With department permission it may be repeated.

**MT 550 (MC 140) Computer Science I (F, S: 3)**

*Prerequisite:* Some computer experience, or permission of the instructor.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science.



Students will write programs in the language Pascal; good program design methodology will be stressed throughout. There will also be a study of some basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

**MT 551 (MC 141) Computer Science II (F, S: 3)**

*Prerequisite:* Computer Science I

In this course, students will use programs which employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming, in particular the use of linked storage and recursive subprograms. The principle emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.) in terms of both their abstract properties and their implementations in computer programs, and the study of fundamental algorithms for manipulating these structures.

**MT 566 Programming Languages**

*Prerequisite:* Computer Science II

The course will focus on the essential concepts which are common to modern programming languages and the run-time behavior of programs written in such languages. By understanding these concepts and their implementations in the different languages the student will be able to evaluate the advantages and disadvantages of a language for a given application. Strong programming skills are required. Offered in alternate years. *Not offered 1992-93*

**MT 568 Computer Graphics (F: 3)**

*Prerequisites:* One year of college mathematics and Computer Science II

Computer graphics involves human-computer communication based on visual rather than textual representation. This course presents a broad introduction, with emphasis on software and interactive graphics. Topics include application programming, architecture of graphics systems, geometric algorithms (such as clipping, transformations, and scan conversion), graphical input, and geometric modeling. If there is time, three-dimensional graphics will be introduced. Programming projects are in Pascal.

**MT 572 (MC 260) Computer Organization and Assembly Language (F, S: 3)**

*Prerequisite:* Computer Science II

This course is a study of the organization of computers at the "low level" of the processing of machine instructions. Topics include the organization of the CPU and memory, computer representation of numbers, the instruction execution cycle, traps and interrupts, implementations of arithmetic operations, complex data structures, and subroutine linkage, and the functioning of assemblers and linkers. Students will write programs in the assembly language of a particular computer.

**MT 577 Microcomputer Systems (S: 3)**

*Prerequisite:* MT 572 or MC 260, or permission of instructor

This course is designed to investigate the complete programming environment of a microcomputer. Topics to be covered will be chosen depending on available hardware, but will nor-

mally include study of the following: a particular microcomputer operating system; memory management; microprocessor access to various I/O, graphics, and support chips; the construction of a disk operating system; and comparative evaluation of other microcomputer systems.

**MT 583 (MC 383) Algorithms (F: 3-S: 3)**

*Prerequisites:* Computer Science II, and either Discrete Mathematics, MT 420, MT 426, or MT 445.

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.

**MT 585 (MC 385) Theory of Computation (S: 3)**

*Prerequisite:* Computer Science II, and either Discrete Mathematics, MT 420, MT 426, or MT 445.

This course is an introduction to the theoretical foundations of computing, through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, Turing machines, undecidable problems, and computational complexity.

**MT 801 Thesis Seminar (F, S: 3)**

Problems of research and thesis guidance, supplemented by individual conferences.

**MT 802 Thesis Direction (F, S: 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

**MT 804-805 Analysis I, II (F: 3-S: 3)**

This course is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction of the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

**MT 814-815 Theory of Functions of a Complex Variable I, II (F: 3-S: 3)**

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

**MT 816-817 Modern Algebra I, II (F: 3-S: 3)**

*Prerequisite:* An introductory course in modern or linear algebra.

This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions and possibly Galois theory.

**MT 840-841 Topology I, II (F: 3-S: 3)**

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The subject will be presented in a self-contained and rigorous fashion with stress on the underlying geometric insights. The content of the second semester varies from year to year. In general it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology. Offered in alternate years.

**MT 860 Mathematical Logic (F: 3)**

This course is a mathematical examination of the way mathematics is done: of axiom systems, logical inference, and the questions that can (or cannot!) be resolved by inference from those axioms. Specific topics will include the propositional calculus, first order theories, decidability, and Godel's Completeness Theorem.

**MT 861 Foundations of Mathematics**

*Prerequisite:* An introductory course in mathematical logic or the consent of the instructor.

Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory. *Not offered 1992-93*

**MT 899 Reading and Research (F, S: 3)**

**MT 902-903 Seminar (F: 0-S: 0)**

This is a non-credit course which is required for all candidates for the M.A. degree who do not take MT 801.

# N U R S I N G

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## PROGRAM DESCRIPTION

The School of Nursing offers a Master of Science degree program and a Doctor of Philosophy degree program for qualified nurses who seek advanced study in nursing as preparation for clinical research and clinical leadership.

### Doctor of Philosophy Degree Program With a Major in Nursing

The Ph.D. Program in Nursing is a post-Master's research-oriented degree. The focus of this program is on preparation for leadership roles in nursing, especially in clinical nursing research. Areas of concentration include ethics, ethical judgment and decision making; nursing diagnosis and diagnostic/therapeutic judgment; and life processes/selected human response patterns in health and illness. The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with those of the Graduate School of Arts and Sciences. Program planning is determined according to the individual's background, research interests, and stage of development in scholarly activities. Low student-faculty ratios and a research mentorship permit students to complete the program in the minimal amount of time. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the Greater Boston area.

### Program of Study

The curriculum of the program includes three core areas of study: research methods; knowledge development in nursing; and substantive nursing content. Students apply core content to a selected research concentration. The knowledge component core includes courses in philosophy of science, epistemology of nursing, strategies for developing nursing knowledge in relation to life processes, human response patterns, and clinical judgment. The research component of the program includes qualitative and quantitative research methods, statistics, clinical research, research practica and dissertation advisement. Relevant cognate courses are required for each chosen area of research concentration in addition to the core areas of study.

• NU 701 Epistemology of Nursing	3 credits
• PL 593 Philosophy of Science	3 credits
• Quantitative Methods of Research	3 credits
• NU 810 Research Practicum I	1 credit
• NU 702 Strategies of Theory	
• Construction	3 credits
• NU 811 Research Practicum II	1 credit
• Cognate	3 credits
• Statistics	3 credits
• NU 710 Themes of Inquiry I:	
• Clinical Topics	3 credits
• NU 812 Research Practicum III	1 credit
• NU 820 Expanding Paradigms for Nursing Research	3 credits

• Qualitative Methods I	3 credits
• NU 711 Themes of Inquiry II:	
• Clinical Judgment	3 credits
• NU 813 Research Practicum IV	1 credit
• NU 821 Nursing Research and Health Policy Formulation	3 credits
• Qualitative Methods II	3 credits
• NU 998 Doctoral Comprehensives	0 credits
• NU 901 Dissertation Advisement	3 credits
• NU 902 Dissertation Advisement	3 credits
• NU 999 Doctoral Continuation	0 credits

**TOTAL** 46 credits

Cognates are related to research concentration/methods. Number of credits in cognates is based on need and prior educational background and coursework.

### Ph.D. Colloquium

Monthly seminar for doctoral students on various topics of nursing research. Content is based on student needs and interests.

### Doctoral Student Research Development Day

Two annual seminars for the first and second year doctoral students to present their research.

### Career Opportunities

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical nursing research is conducted. They are also prepared to commence a program of research through post-doctoral work.

### Financial Aid

There are four major sources of funding for full-time students in the doctoral program in nursing at Boston College: 1) University Fellowships are awarded to five students per year on a competitive basis. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress towards the Ph.D. Degree. 2) The highly competitive National Research Service Award Program for Individuals provides federal monies to cover tuition and a stipend. 3) Graduate assistantships which consist of a stipend provided by Boston College. 4) Research Associate positions as provided through faculty research grants. Additional grants and scholarship opportunities are available on an individual basis.

### Admission Requirements

- Official transcript of Bachelor's and Master's degrees from programs accredited by the National League for Nursing
- Current RN license
- Current curriculum vitae
- Written statement of career goals that includes research interests (maximum 1500 words)
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- Evidence of scholarship in the form of a published article, a clinical research study, a thesis or a term paper
- Official report of the Graduate Record Examination Scores taken within five years
- Application form with application fee



- Qualified applicants will be invited for pre-admission interview with faculty

Pre-application inquiries are welcomed

Applications are reviewed after all credentials are received. The deadline for receipt of all credentials is January 31 of the year of admission to the program.

Application materials may be requested from the School of Nursing 617-552-4250, or the Graduate School of Arts and Sciences 617-552-2244.

### **The Master of Science Degree Program with a Major in Nursing**

The main objective of the Master of Science Degree Program with a major in nursing at Boston College is to prepare nurses as clinical specialists. There are four areas of clinical specialization in nursing at Boston College: Adult Health, Community Health, Maternal Child Health, and Psychiatric Mental Health. The focus in the specialty areas is on the human response to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in nursing diagnosis and therapeutic judgment. The graduate of the Master's Program, in addition to giving specialized direct care, provides leadership in the development of nursing. Through complex decision-making processes, indirect services such as staff development, consultation, middle management, and participation in research, the clinical nurse specialist improves the quality of nursing practice.

### **Areas of Clinical Specialization in Nursing**

#### **Adult Health Nursing**

The curriculum in adult health nursing enables students to develop advanced competencies in nursing practice, clinical research, and strategies for improving the quality of care. Learning experiences are developed from concepts of holistic care, optimal health, and functional patterns of the adult. The curriculum prepares clinical nurse specialists for various roles in health care delivery and provides the base for doctoral study.

Students select a focus for practice and research from a variety of adult health practice areas. Individual guidance is provided by faculty experts in collaboration with master clinical specialists in primary, acute, and long-term care.

#### **Community Health Nursing**

The curriculum for community health nursing is designed to provide students the opportunity to apply theories and modalities of treatment in community health nursing and to meet the health needs of families, populations or other defined community groups. The major foci of the program are 1) health promotion and disease prevention strategies in high risk aggregates, and 2) the management of common and episodic health concerns of individuals and families. Emphasis is on clinical specialization and the family nurse practitioner within the context of a changing health care system. Clinical practica are selected to meet the curricular and students' objectives and goals. Practicum is directed to provide application and integration of theoretical knowledge in health departments, neighborhood health centers, visiting nurse associations and other community settings.

### **Maternal Child Health Nursing**

The curriculum in maternal child health nursing focuses on the preparation of candidates for expanded roles in women's health and the care of children. The curriculum is designed to prepare clinical nurse specialists in women's health and perinatal care, as well as pediatric ambulatory or acute/chronic care. It includes the expansion of clinical practice responsibilities, and the development of the teacher, researcher, change agent, leader, and liaison roles of the clinical nurse specialist. A variety of clinical agencies are utilized to meet the student's specific goals and objectives and to provide for application and integration of theoretical knowledge and exploration of direct and indirect role components. The program prepares graduates to sit for the appropriate ANA or NAACOG certification exams for advanced practice.

### **Psychiatric Mental Health Nursing**

The curriculum aims at developing clinical competencies for nursing practice in the psychiatric mental health field. Emphasis is on advanced evaluation of practice methods with individuals, groups, and families in the community and institutional settings. Theoretical frameworks for practice are derived from the fields of education, social and biological sciences, and psychiatric nursing. The program focuses on the clinical specialist role in underserved urban and high risk areas, including treatment of severely disturbed clients. Clinical placements in outpatient community mental health centers and selected inpatient and day hospital settings are used to meet student and curriculum goals. Client assessment, psychotherapeutic intervention and case management are emphasized as direct role activities. The indirect role of the Clinical Specialist is addressed in relation to mental health consultation and programming.

### **Cooperating Health Agencies**

Practice settings available in the city of Boston and the greater metropolitan area offer rich experiences for developing advanced competencies in the nursing specialty. Selected major teaching hospitals used are Massachusetts General, Beth Israel, McLean, Brigham and Women's, New England Deaconess, Boston City, Children's and Newton-Wellesley. Community agencies include mental health centers, general health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies.

### **Career Opportunities**

Recent graduates from the Boston College Master's Program are in the traditional and non-traditional leadership roles: occupational health, politics, consultation, health care planning, directors of home health agencies, private practice, and government service.

### **Program Options**

The program is designed for registered nurses who have a baccalaureate degree from a National League of Nursing (NLN) accredited nursing program and who have had at least one year of experience in nursing practice.

The full-time option is a one-year program comprising thirty-seven credits. The program of study includes nine credits of cognates and/or electives, twelve credits of core courses, and sixteen credits of specialty and theory clinical practicum.

The part-time option can be completed in one and a half to five years, is also comprised of thirty-seven credits, and is identical to the full-time program of study. Students take cognates, electives, and core courses prior to or concurrently with specialty courses. On admission, part-time students design an individualized program of study with a faculty advisor.

The R.N.-M.S. Articulation option is designed for the registered nurse baccalaureate student at Boston College who wishes to continue through the Master's Program. A program of study is designed so the matriculation from the undergraduate to the Master's Program is facilitated without interruption. The full-time, part-time and R.N.-M.S. articulation options culminate in a Master of Science degree.

The Additional Specialty Concentration option is designed for registered nurses who have a Master's degree in nursing, and who wish to enhance their educational background in an additional specialty area. This is a non-degree program of study, individually designed by the student and faculty advisor to meet career goals.

### **Admission Requirements for Master of Science Degree**

- Baccalaureate degree from an NLN accredited program with a major in nursing
- An undergraduate scholastic average of B or better
- Official report of scores on the Graduate Record Examination, taken within 5 years
- Three letters of recommendation pertaining to academic ability and professional competency
- Statement of goals, maximum 250 words, pertaining to career objectives and how your intended specialty program will help you attain them
- A completed undergraduate course in statistics
- Documentation of successful completion of an undergraduate or continuing education course in health assessment
- A personal interview with faculty (telephone and written interviews are utilized if distance precludes a personal meeting)
- Applicants must hold a current license to practice nursing in Massachusetts and have at least one year of work experience
- Immunizations and a physical examination are required
- Individual coverage by professional liability insurance is mandatory for all clinical students

### **Admission Requirements for Additional Specialty Concentration:**

- Form 1 and Form 2 of Boston College Graduate School of Arts and Sciences application, indicating non-degree status, and application fee
- Baccalaureate and Master's degree transcripts from NLN accredited programs
- Three letters of recommendation pertaining to current professional competency
- Personal interview with specialty faculty
- Current Massachusetts RN licensure



- Documentation of adequate individual coverage by professional liability insurance.
- Physical examination and immunizations
- Program of study approved by specialty faculty and the Associate Dean of Graduate Programs (**NB:** All courses toward a program of study must be taken at Boston College.) The applicant is responsible for meeting ANA credentials for certification.

Applications are reviewed on a rolling basis for both part-time and full-time study. Application deadlines are:

FT & PT, May/June: February 15

PT, September: May 15

PT, January: October 15

The Director of Graduate Admissions forwards the official announcement of acceptance or rejection.

### Non-Matriculated Students

Special students must be admitted to the program before registering for courses. Application deadlines: May/June: April 28, September: June 2, January: December 1

### Program of Study

#### Master of Science with a Major in Nursing

• Cognate, and Electives or Independent Study*	9 credits
• NU 515 Nursing Knowledge Development	2 credits
• NU 516 Clinical Judgment	2 credits
• NU 517 Role Implementation	2 credits
• NU 520 Research Theory	3 credits

\*Options following NU 520, choose one

• NU 523 Computer Data Analysis	3 credits*
• NU 524 Masters Research Practicum	3 credits*
• NU 525 Integrated Review of Nursing Research	3 credits*

\*\*Optional, following 6 credits of research

• NU 801 Masters Thesis	3 credits**
• 2 Specialty Theory Courses	6 credits
• 2 Specialty Practice Courses	10 credits

**TOTAL (without Thesis)** 37 credits

**TOTAL (with Thesis)** 40 credits

\*Nine credits, which include one cognate and six credits of electives or independent study, can be completed in summer and fall or spring semesters. A cognate is a graduate level course taken in either psychology, sociology, philosophy, or biology. The elective course is also at the graduate level and may be taken in any department. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum. A comprehensive examination is required at the end of the program.

### Laboratory Fee

Beginning in 1992-93, the laboratory fee for each clinical course will be paid in advance of registration as a deposit for a 1993-94 clinical agency placement. A survey will be mailed to students in February 1993 to solicit clinical placement plans. The lab fee will be paid to the School of Nursing with an affirmative intention to register for clinical. The amount will be credited in full to the individual's student account.

## GENERAL INFORMATION

### Certification

Graduates of the Master's Program are eligible to apply for certification by the American Nurses' Association in their area of specialization. Graduates of the Women's Health nursing curriculum are eligible to apply to the NAACOG Certification Program.

### Accreditation

The Master of Science Degree Program is accredited by the National League for Nursing.

### Financial Aid

Applicants and students should refer to the School of Nursing's "Financial Aid-Identifying Sources and Making Application" packet. Please refer to the Financial Aid section of this Catalog for additional information regarding nursing scholarships and other financial aid information.

### Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

### Transportation

Learning activities in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metro Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

## COURSE OFFERINGS

### Master's Program

#### NU 301 Culture and Health Care (F: 3)

This course brings the upper-division student into a direct care interface between the American health care delivery system and health care consumers of diverse socio-cultural backgrounds. Topics covered include lecture and discussions in the perception of health and illness among health care providers and consumers; the cultural and institutional factors that affect the consumers' access to and use of health care resources; heritage consistency and its relationship to health/illness beliefs and practices; specific health and illness beliefs and practices of selected populations; and specific issues related to the safe and effective delivery of health care such as poverty and the right to health care.

*Rachel Spector*

#### NU 307 Suicide Prevention, Intervention, Treatment Strategies (F, S: 3)

*Prerequisite:* Permission of instructor

Suicide is increasingly becoming an area of concern because of the widening age group involved, the frequency, and the way in which it is affecting so many lives. This course will examine some of the risk factors leading to suicidal behavior and will address implications. Content areas covered will include dysfunctional families, suicidal adolescents, cults, multiple personality disorders and its connections to suicide, borderline patients, dissociation, suicide survivors, patients who didn't successfully complete suicide, individual boundaries, and gender differences in suicide attempts.

*Miriam Gayle Wardle*

#### NU 308 Women and Health (S: 3)

Using a feminist framework, this course will present an exploration of issues that affect the health and health care of women. Some of the areas to be included are the influences of environment, culture, health practices, and decisions around research and resource allocation.

*Loretta Higgins*

#### NU 310 Modern Nutrition: Issues and Education (F, S: 3)

This course provides an introduction to the principles of nutrition. No college science prerequisite is required; biology and chemistry are included as a basis for nutrition concepts. Selected nutrition issues are used to illustrate nutrition principles; techniques of nutrition education are also included.

*Patricia Harrington*

#### NU 312 Gerontological Nursing (F: 3)

This course focuses on health issues of aging persons and is designed for students providing health care to older clients in all clinical settings. Topics include the impact of changing demographics, theories of aging, age-related changes and risk factors that interfere with physiological and psychosocial functioning, and the ethics and economics of health care for the elderly. Emphasis is placed on research-based analysis of responses of aging individuals to health problems, as well as interventions to prevent, maintain and restore health and quality of life.

*Ellen Mahoney*

#### NU 314 Wellness Lifestyle (F, S: 3)

The major focus is on factors that contribute to increasing one's enjoyment and quality of life. Health promotion and disease prevention behaviors which encourage self care and alternative treatment models are addressed. Emphasis is on activities students adopt to improve and maintain their own health status. Health care agencies and other resources in the community which contribute to the student's health status are identified and explored.

*Rosemary Krawczyk*

*Nancy McCarthy*

#### NU 320 Collaboration in Health Care Setting (S: 3)

This course constitutes an opportunity for students who aspire to careers in health care delivery to study together and begin to learn and understand ways of working together that will carry over into their professional lives. Topics include the current health care environment, changes in patient and family characteristics and in health care delivery, role sets and changing work habits, group process in health care, conflict management and health team performance. Emphasis throughout is on multi-disciplinary health team function.

*Nancy Gaspar*

#### NU 420 Pharmacotherapeutic and Advanced Nursing Practice (F: 3)

*Prerequisite:* Baccalaureate degree in nursing.

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The inter-relationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens and patient teaching, as well as the psychosocial, economic, cultural, ethical and le-



gal factors affecting drug therapy, patient responses and nursing practice. The needs and interests of the student in various specialty areas and roles will be accommodated in determining the areas of emphasis in the course schedule. The role of the nurse practicing in the expanded role in decision-making related to drug therapy also is included. It is assumed that the student already has a basic knowledge of the major pharmacological classifications.

*Laurel Eisenbauer*

**NU 422 Advanced Concepts for Oncology Nursing (F: 3)**

This course is designed to expand students' understanding of the concepts used in advanced oncology nursing practice. Current knowledge and research in cancer biophysiology, cancer therapeutics and human responses to the cancer experience will be included. Legal and ethical issues impacting the care of patients with cancer will be explored. Case studies and student projects will provide opportunities to apply course content to clinical decision making, staff education, quality assurance or research design.

*Phyllis Beveridge*

*Victoria Mock*

**NU 441 Systems of Therapy in Psychiatric Mental Health Nursing Practice (F: 3)**

Required for graduate psychiatric mental health nursing students. Open to a limited number of graduate students in nursing in other specialty programs as well as non-nursing graduate students involved in counseling/therapy. This course explores the principles of change inherent in a number of key systems of psychotherapy such as Psychodynamic, Humanistic, Behavioral and Cognitive Systems. The systems of therapy will be examined and compared. Areas addressed include: definitions of personality, mental health and dysfunction; principles of change; intervention strategies; and demonstration of effectiveness of treatment of target populations and problems. Examples of systems to be examined may include: Classical Psychoanalysis, Sullivan's Interpersonal Psychotherapy, Kohunt's Self Psychology, Peplau's System of Interpersonal Relations in Nursing, Frankl's Existential Psychotherapy, Rogers' Client Centered Therapy, Systematic Desensitization and Modeling, Ellis' Rational-Emotive Therapy and Beck's Cognitive Behavioral Therapy.

*Carol Hartman*

*June A. Horowitz*

**NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (F: 5)**

*Prerequisites:* NU 441, NU 515 and NU 516 or concurrently; and Physical Assessment

This is the first of two major advanced theory and clinical specialty courses in psychiatric mental health nursing. Theories and practice are integrated to address the process of assessment and diagnosis of functional and dysfunctional patterns of behaviors, the formulation of initial intervention strategies, and the initiation of the Orientation Phase of psychiatric nursing process with selected clients. The overall context for the application of advanced theories and assessment occurs with adults and children in high-neced, urban, community mental health delivery systems. The framework of optimum level of functioning and the specialty related theories will be used as a foundation for practice. Seminar and clinical prac-

ticum are both used as learning experiences. This course is complemented by the course NU 441.

*Carol Hartman*

*June A. Horowitz*

**NU 452 Advanced Theory: Human Responses of Women, Children, Adolescents and Their Families (F: 3)**

*Prerequisites:* NU 515 and NU 516 or concurrently

This course concentrates on the role of the nurse in advanced practice, as clinical nurse specialists and/or nurse practitioners in the development, utilization, analysis and synthesis of theoretical knowledge for health management, including nursing diagnosis and clinical judgment of women, infants, children, adolescents and their families to promote an optimum level of functioning. The psychodynamics of childbearing and childrearing are explored. Theories and research from nursing and other disciplines are applied and integrated through classes and course assignments.

*Joellen Hawkins*

**NU 453 Advanced Practice in Women's Health Nursing I (F: 5)**

*Prerequisites:* NU 452, NU 515 and NU 516 or concurrently; and Physical Assessment

This course concentrates on the role of the nurse in advanced practice as clinical nurse specialists and/or nurse practitioners with women across the lifespan, focusing on alterations in women's health patterns. The psychosocial dynamics of womanhood and of the sexuality-reproductive pattern area are explored. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

*Joellen Hawkins*

**NU 455 Advanced Practice in Perinatal Nursing I (F: 5)**

*Prerequisites:* NU 452, NU 515 and NU 516 or concurrently; and Physical Assessment

This course concentrates on the role of the nurse in advanced practice as a perinatal clinical nurse specialist with women and their neonates. The psychosocial dynamics of parenting and of high-risk pregnancy are explored. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

*The Department*

**NU 457 Advanced Practice in Pediatric Ambulatory Care Nursing I (F: 5)**

*Prerequisites:* NU 452, NU 515 and NU 516 or concurrently; and Physical Assessment

This course concentrates on the role of the nurse in advanced practice, as a clinical nurse specialist/nurse practitioner, with infants, children, adolescents and their families. The psychosocial dynamics of parenting and childhood are explored. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

*Susan Kelley*

**NU 459 Advanced Practice in Acute and Chronic Care of Children I (F: 5)**

*Prerequisites:* NU 452, NU 515 and NU 516 or concurrently; and Physical Assessment

This course concentrates on the role of the nurse in advanced practice with infants, children

and adolescents in acute/chronic care pediatric settings. The psychosocial dynamics of parenting, childhood and illness are explored. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

*Pamela Burke*

**NU 462 Advanced Theory in Adult Health Nursing I (F: 3)**

*Prerequisites:* NU 515 and NU 516 or concurrently

This is the first in a series of four courses in the theory and practice in adult nursing. The course uses Roy's Integrated Metaparadigm incorporating human life processes, functional health care patterns and human responses within the broader life processes of becoming, with emphasis on health and optimal functional ability. The course will include exploration of theories and models underlying specific life processes and interactions with the environment in adults with varied health state, age, developmental and gender characteristics. Diagnostic, therapeutic and ethical reasoning concepts are incorporated in the analysis and assessment (measurement) of dimensions and parameters of resulting functional health patterns and human responses.

*Rose Mary Harvey*

*Margaret A. Murphy*

**NU 463 Advanced Practice in Adult Health Nursing I (F: 5)**

*Prerequisites:* NU 462, NU 515 and NU 516 or concurrently; and Physical Assessment

This course concentrates on assessment and diagnosis within the development of advanced adult nursing practice based on theoretical knowledge and research. Clinical learning experiences focus on the increased integration of ethical and diagnostic judgments within the health care of adults to promote their optimal level of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables to be changed to enhance optimal levels of health care. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice and course assignments.

*Laurel Eisenbauer*

*Rosemary Harvey*

*Ellen Mahoney*

*Margaret Murphy*

**NU 472 Advanced Theory in Community Health Nursing I (F: 3)**

*Prerequisites:* NU 515 and NU 516 or concurrently

This course is the first of a series in the theory and advanced practice of community health nursing. The course focuses on concepts, theories and research in the development of knowledge and skills for the health assessment phase of the nursing process, including nursing diagnosis and clinical judgment. Emphasis is on health promotion and the attainment of an optimum level of wellness in families and communities. Theories and research from nursing and other disciplines are integrated.

*Eileen Donnelly*



**NU 473 Advanced Practice in Community Health Nursing I (F: 5)**

*Prerequisites:* NU 472, NU 515 and NU 516 or concurrently; and Physical Assessment

This course focuses on the study, analysis and application of nursing theories and frameworks as they relate to the nursing care of families and communities. Emphasis is placed on the roles of the clinical nurse specialist and family nurse practitioner in the development of skills for the assessment phase, including nursing diagnosis and clinical judgment. Theory and research are integrated through seminars, as well as clinical conferences and experiences. Clinical settings include health departments, health centers, visiting nurse associations, home care agencies and occupational health programs.

*Eileen Donnelly  
Nancy Gaspard*

**NU 515 Nursing Knowledge Development (F: 2-S: 2)**

Open to upper-division R.N. and B.S. nursing students, and non-matriculated nursing students with permission of instructor.

The course focuses on the analysis of theory and conceptual frameworks as the basis for advanced nursing practice and development of nursing knowledge. Opportunity is provided for concept analysis and development within each student's specialty area. Theoretical models are compared and contrasted in relation to nursing's metaparadigm. Emphasis is placed on the relationships among practice, theory and research.

*Ellen Mahoney  
Victoria Mock*

**NU 516 Clinical Judgment: Ethical, Diagnostic and Therapeutic (F: 2-S: 2)**

Open to upper-division R.N. and B.S. nursing students, and non-matriculated nursing students with permission of instructor.

The course focuses on the three domains of clinical judgment. In the ethical reasoning module, emphasis is on the philosophical basis of nursing practice, ethical principles and reasoning, and the application of theories and frameworks in clinical reasoning. The diagnostic-therapeutic module focuses on nursing diagnosis and diagnostic-therapeutic reasoning. Information processing and decision-making theories are examined for clinical usefulness.

*Marjory Gordon  
Catherine Murphy*

**NU 517 Advanced Nursing Practice-Role Implementation and Integration (F: 2-S: 2)**

*Prerequisite:* NU 515, NU 516 or concurrently

The focus in this course is on the exploration of the development and implementation of the clinical specialist role. Emphasis will be placed on system analysis and organizational structure, quality improvement, leadership and management theory, concept of advanced practice, and the generation of a new, innovative practice model. Sociopolitical issues will be examined as they impact on role implementation policy formulation and the profession as a whole.

**NOTE:** Those students who have completed NU 510 for 3 credits but have not taken NU 610 for 3 credits will take NU 517 in a special section. In this special 3 credit section, students will be given extra work to accumulate the 37 credits needed for graduation.

*Margaret Hamilton  
Joellen Hawkins*

**NU 520 Nursing Research Theory (F: 3)**

*Prerequisite:* Undergraduate statistics course.

Open to upper-division R.N. and B.S. nursing students, non-nursing graduate students and non-matriculated nursing students with permission of instructor.

Research methods such as experimental/quasi-experimental, exploratory-descriptive and naturalistic inquiry are presented. Research design considerations include types of control, threats to validity, and sampling plan. Clinical problems for research are identified focusing on health, nursing, environment and the person.

*Victoria Mock*

**NU 523 Computer Analysis of Health Care Data (F: 3-S: 3)**

*Prerequisite:* NU 520 or concurrently or permission of instructor.

This course focuses on the choice of appropriate statistics for analyzing nursing and health care data for various populations and settings. Students will analyze health care data using the VAX system and SPSSX software packages. An existing data set will provide practical experiences. These will include: defining research questions, data coding, writing programs for data entry, data summarization, and descriptive and inferential statistics for hypothesis testing.

*Bernadette Huugler*

**NU 524 Masters Research Practicum (F: 3-S: 3)**

*Prerequisite:* NU 520 or concurrently

This course applies knowledge of the research process through the development of a clinical research proposal, a quality assurance proposal or a research utilization proposal, and the conduction of a research quality assurance or a research utilization project.

**NOTE:** For 1992-93 only, students who have completed NU 520 for 2 credits may take NU 524 for 1 credit in the fall and NU 524 for 2 credits in the spring to accumulate the 37 credits needed for graduation.

*The Department*

**NU 525 Integrative Review of Nursing Research (F, S: 3)**

*Prerequisite:* NU 520 or concurrently

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research. This is to develop and to test hypotheses derived from a theoretical model. The research area is to be related to the student's specialty area.

**NOTE:** Those students who have completed NU 520 for 2 credits will register in one of the following: NU 523, NU 524, NU 525 in a special section for 4 credits. In these special 4 credit sections, students will be given extra work to accumulate the 37 credits needed for graduation.

*Laurel Eisenbauer*

**NU 541 Stress and Trauma: Individual/Family Responses (S: 3)**

Required for graduate psychiatric mental health nursing students. Open to a limited number of graduate students in other nursing specialties as well as non-nursing graduate students involved in counseling/therapy. This course examines the existing and evolving theories of stress responses and responses to trauma, particularly Post-Traumatic Stress Disorder. Empirical studies on stress and trauma will be presented. The impact of stress

and trauma on the functioning of adults, children and families is examined. Preventive and therapeutic interventions will be examined in relation to scope and limitations. The nursing, social work, psychiatry, psychology, sociology and the biological sciences literature are utilized.

*Carol Hartman  
June A. Horowitz*

**NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing II (S: 5)**

*Prerequisites:* NU 443, NU 517 or concurrently

This is the second major advanced theory and clinical specialty course. Differential diagnostic processes are examined in reference to DSM III-R and Nursing Diagnosis systems. Theories and interventions concerning major mental health disorders are evaluated to judge their relevance and efficacy for work with high-need urban populations. Treatment needs of both adults and children are also addressed. Clinical learning experiences focus on the implementation of Working and Termination Phases of the psychiatric nursing process. Students will have experience with a variety of intervention modalities. Seminar and a clinical practicum are both used as learning experiences. This course is complemented by NU 441 and NU 541.

*Carol Hartman  
June A. Horowitz*

**NU 552 Advanced Theory II: Diagnosis and Treatment of Human Response Patterns of Women, Infants, Children, Adolescents and Their Families (S: 3)**

*Prerequisites:* NU 517 or concurrently

This course concentrates on the role of the nurse in advanced practice in the development, utilization, analysis and synthesis of theoretical knowledge and research for the health management and evaluation of that management for women, infants, children, adolescents and their families to promote an optimal level of functioning, as well as the indirect role components that constitute advanced practice in maternal child health. Theories and research from nursing and other disciplines are applied and integrated through classes and course assignments.

*Susan Kelley*

**NU 553 Advanced Practice in Women's Health Nursing II (S: 5)**

*Prerequisites:* NU 453, NU 517 or concurrently

This course builds on maternal child health process one, and concentrates on the role of the nurse in advanced practice with women across the lifespan, focusing on development and evaluation of management strategies for optimal level of functioning in women seeking well woman obstetrical and gynecological care, as well as the indirect role functions of the clinical nurse specialist/nurse practitioner with these women. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences as well as course assignments.

*Joellen Hawkins*

**NU 555 Advanced Practice in Perinatal Nursing Care II (S: 5)**

*Prerequisites:* NU 455, NU 517 or concurrently

This course builds on the content of maternal child health process one, and concentrates on the role of the nurse in advanced practice in the development and evaluation of acute care nurs-



ing management strategies for the optimal level of functioning of woman in need of high risk perinatal care and/or infants in need of high risk neonatal care, as well as the indirect role functions of the perinatal clinical nurse specialist. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments. *The Department*

**NU 557 Advanced Practice in Pediatric Ambulatory Care II (S: 5)**

*Prerequisites:* NU 457, NU 517 or concurrently

This course builds on the content of maternal child health process, one and concentrates on the role of the nurse in advanced practice in the development and evaluation of primary care nursing management strategies for the optimal level of functioning with infants, children, adolescents and their families, as well as the indirect role functions of the clinical nurse specialist/nurse practitioner with these clients. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

*Susan Kelley*

**NU 559 Advanced Practice in Acute and Chronic Care of Children II (S: 5)**

*Prerequisites:* NU 459, NU 517 or concurrently

This course builds on the content of Maternal Child Health process and concentrates on the role of the nurse in advanced practice in the development and evaluation of acute and chronic care nursing management strategies for the optimum level of functioning with infants, children, adolescents and their families, as well as the indirect role functions of the clinical nurse specialist with these clients. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

*Pamela Burke*

**NU 562 Advanced Theory in Adult Health Nursing II (S: 3)**

*Prerequisites:* NU 517 or concurrently

This course concentrates on the development, use, analysis and synthesis of theoretical knowledge and research for intervention with advanced adult health nursing practice. The role components that constitute advanced practice in adult health nursing are developed and evaluated for their potential contributions in improving the quality of adult health care. Professional, socioeconomic, political, legal and ethical forces influencing practice are analyzed and corresponding change strategies proposed. Theories and research from nursing and other disciplines are applied and evaluated through classes and assignments.

*Laurel Eisenhauer*

*Ellen Mahoney*

**NU 563 Advanced Practice in Adult Health Nursing II (S: 5)**

*Prerequisites:* NU 463, NU 463, NU 517 or concurrently

This course concentrates on the implementation, evaluation and development of advanced nursing practice based on theoretical knowledge and research. Clinical learning experiences focus on the increased integration of ethical, diagnostic and therapeutic judgments within the health

care of adults to promote their optimal level of being and functioning.

*Rose Mary Harvey*

*Ellen Mahoney*

*Margaret Murphy*

**NU 572 Advanced Theory in Community Health Nursing II (S: 3)**

*Prerequisites:* NU 517 or concurrently

This course is the second of a series in the theory and advanced practice of community health nursing. Advanced theory two focuses on theories, concepts and research findings in the development and evaluation of nursing interventions and strategies that promote health in families, aggregates and communities. Health legislation and multiple socioeconomic factors are analyzed to determine their influence on planning for family health and community well being. Processes and outcomes of interventions are systematically evaluated.

*Eileen Donnelly*

**NU 573 Advanced Practice in Community Health Nursing II (S: 5)**

*Prerequisites:* NU 473, NU 517 or concurrently

This course focuses on the roles of the clinical nurse specialist and the family nurse practitioner in the development, implementation and evaluation of nursing interventions with families, aggregates and the community client. Selection of either the family or the community focus facilitates development of the indirect role of the clinical nurse specialist. Seminars, clinical conferences and clinical experience provide opportunities to integrate theory, concepts and research as well as to further synthesize role components.

*Eileen Donnelly*

*Nancy Gaspard*

**NU 670 Ethical Issues in Nursing Practice (S: 3)**  
(Open to non-matriculated students and non-majors.)

This course focuses on the ethical dimensions of the nurse-patient relationship and current moral issues in nursing practice. Beginning with a reflection on the students' own values, the course examines the philosophical basis of nursing ethics and its implications for the interpretation and application of ethical principles. The moral responsibility of nurses as patient advocates is considered in such areas as the patient's right to know, behavior control, and problems concerning life and death. In addition, the ethical decision-making process and the moral obligations of nurses are examined in relationship to the ethical barriers that exist in health care institutions, and strategies for dealing with the social context of decision-making will be developed.

*Catherine Murphy*

**NU 672 Physiological Life Processes (F: 3)**

*Prerequisite:* Baccalaureate degree in nursing or permission of instructor

Study of physiologic theories applicable to nursing. Focus is on normal and abnormal life processes with application to exemplar cases. The unit on normal cell physiology is followed with specific reference to cellular and/or systemic dysfunction. Topics begin with cellular physiology and move to the nervous system form and function, then to muscle and blood processes, then through processes of cardiovascular, respiratory, gastrointestinal, renal and endocrine regulation.

*The Department*

**NU 699 Independent Study in Nursing (F, S: Credits by arrangement)**

*Prerequisite:* Permission of an instructor and the Chairperson. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty.

A written proposal for an independent study in nursing must be submitted to the Educational Policy Committee together with supporting statements from the faculty member directing the study and a faculty member whose area of concentration qualifies him or her to judge the fitness of the proposed undertaking to graduate study. The student is required to submit written reports to the faculty member directing the study and the Educational Policy Committee at the end of the semester.

*The Department*

**Doctoral Program**

**NU 701 Epistemology of Nursing (F: 3)**

*Prerequisite:* Doctoral standing; PL 593, or concurrently

An examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. Includes perspectives on the nature of truth, understanding, causality, continuity, and change in science, as well as on positivism, empiricism, reductionism, holism, phenomenology and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.

*Sr. Callista Roy*

**NU 702 Strategies of Theory Construction (S: 3)**

*Prerequisite:* NU 701

An in-depth study of the processes of theory construction and knowledge development. Includes concept analysis, synthesis and derivation from both inductive and deductive perspectives. Propositional statements are defined by order of probability from hypothesis to law, and the processes for deriving such statements are analyzed. Qualitative and quantitative theory derivation and related issues are emphasized. Experience is provided in concept analysis related to clinical and ethical judgments and to human life processes and patterns.

*Sr. Callista Roy*

**NU 710 Themes of Inquiry I: Clinical Topics (F: 3)**

*Prerequisite:* NU 702

This course analyzes selected middle-range theories related to life processes. Emphasis is placed on the structure of knowledge, research design, and selected current research programs in nursing. Emerging themes of life processes at the individual, family and group levels are considered.

*Marjory Gordon*

**NU 711 Themes of Inquiry II: Clinical Judgment (S: 3)**

*Prerequisite:* NU 710

This course presents an analysis and synthesis of selected middle-range theories related to the clinical science of nursing. Emphasis is on state-of-the-art research and theory development in ethics and ethical judgment and diagnosis and diagnostic-therapeutic judgment.

*Catherine Murphy*



**NU 750 Qualitative Research Methods (F: 3)**

*Prerequisite:* Three-credit graduate course on traditional research methods, or concurrently

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of qualitative methodologies to research questions relevant to nursing science will be explored. The relationship of data production strategies to underlying assumptions, theories and research goals will be considered.

*Karen Aroian*

**NU 751 Qualitative Data Management (S: 3)**

*Prerequisite:* NU 750 or an equivalent introductory course on Qualitative Research Methods. Permission of instructor required.

This seminar is designed for students in nursing and the social sciences who are taking a qualitative approach to research. The course will provide experience in qualitative data collection and analysis, as well as writing up findings for publication.

*Karen Aroian*

**NU 810 Research Practicum I (F: 1)**

*Prerequisite:* NU 701 (or concurrently)

This is the first in the series of four research practica that offers the student the opportunity to further develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration and to collaborate with faculty on existing projects and publications.

*The Department*

**NU 811 Research Practicum II (S: 1)**

*Prerequisite:* NU 810; NU 702 (or concurrently)

Second in the series of four research practica that offers the student the continuation of practicum with emphasis on individually developed research experiences that contribute to the design of a preliminary study.

*The Department*

**NU 812 Research Practicum III (F: 1)**

*Prerequisite:* NU 810 and NU 811

Third in the series of four research practica that offers the student individualized research experience in a concentration area. The student begins to implement a small research study. (Qualitative or quantitative methodology.)

*The Department*

**NU 813 Research Practicum IV (S: 1)**

*Prerequisite:* NU 810, NU 811 and NU 812

Fourth in the series of four research practica that offers the student individualized research experience in a concentration area. Continuation of preliminary research study begun in NU 811 and NU 812 with emphasis on data analysis, drawing conclusions and communication of findings/implications.

*The Department*

**NU 820 Expanding Paradigms for Nursing Research (F: 3)**

*Prerequisite:* NU 702; NU 812; NU 710 (or concurrently)

Review and synthesis of research related to selected clinical research topic within the substantive knowledge area that is the focus of study, that is, a given human life process, pattern and response, or diagnostic or ethical judgment.

*The Department*

**NU 821 Nursing Research and Health Policy Formulation (S: 3)**

*Prerequisite:* NU 820

Research utilization in health policy formulation is explored as well as the ethical obligations of nurse scientists in the conduct of research. Personal programs of research are projected in keeping with present and future priorities in nursing science.

*Margaret A. Murphy*

**NU 901 Dissertation Advisement (F: 3)**

*Prerequisite:* Doctoral Comprehensives

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

*The Department*

**NU 902 Dissertation Advisement (S: 3)**

*Prerequisite:* NU 901, or consent of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

*The Department*

**NU 998 Doctoral Comprehensives (F, S: 0)**

All doctoral students who have completed their coursework and are preparing for comprehensive exams must register for this course.

*The Department*

**NU 999 Doctoral Continuation (F, S: 0)**

All students who have been admitted to candidacy for the Ph.D. degree and have not completed their dissertation after taking six credits of Dissertation Advisement are required to register for doctoral continuation. This registration entitles them to the use of the University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. When registering for NU 999, students must use the section number assigned to their dissertation directors to assure proper record keeping.

*The Department*

# PHILOSOPHY

**FACULTY**

**James Bernauer, S.J.**, *Professor*; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

**Oliva Blanchette**, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Universit Laval; Ph.L., Collge St. Albert de Louvain

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**Richard T. Murphy**, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

**Joseph L. Navickas**, *Professor*; Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

**Thomas J. Owens**, *Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

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**William J. Richardson, S. J.**, *Professor*; Ph.L., Woodstock College; Th.L., Ph.D., Maître-Agrégé, University of Louvain

**Jacques M. Taminiaux**, *Professor*; Doctor Juris, Ph.D., Maître-Agrégé, University of Louvain

**Norman J. Wells**, *Professor*; A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

**Patrick Byrne**, *Associate Professor*; B.S., A.M., Boston College; Ph.D., New York State University

**John J. Cleary**, *Associate Professor*; A.M., University College, Dublin; Ph.D., Boston University

**Joseph F.X. Flanagan, S.J.**, *Associate Professor, Chairperson of the Department*; A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

**Arthur R. Madigan, S.J.**, *Associate Professor*; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

**Stuart B. Martin**, *Associate Professor*; A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

**Francis Soo**, *Associate Professor*; A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

**Eileen C. Sweeney**, *Associate Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

**Ronald K. Tacelli, S.J.**, *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

**Ronald Anderson, S.J.**, *Assistant Professor*; B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

**Thomas S. Hibbs**, *Assistant Professor*; B.A., M.A., University of Dallas; M.A., Ph.D., University of Notre Dame

**Gerald C. O'Brien, S.J.**, *Assistant Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

**Vanessa P. Rumble**, *Assistant Professor*; B.A., Mercer University; Ph.D., Emory University





## PROGRAM DESCRIPTION

Philosophical study at Boston College provides the opportunity for open-minded inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: American philosophy, contemporary continental philosophy, medieval philosophy, philosophy of religion, social and political philosophy, and the philosophy of science.

In addition to these areas of specialization, there is considerable provision made for interdisciplinary programs in cooperation with other graduate departments in the University. The range of courses available, both within the Department and elsewhere, allows the student considerable flexibility in planning a highly individualized and personal program of study geared to his or her own major interests. Small seminar-type classes are the rule, and the students are encouraged to initiate and complete independent and original research projects.

The Department is extremely selective in its admission to the doctoral program. Less than ten students are admitted each year and all must be full-time degree candidates. All applicants for admission, except foreign students, must take the Graduate Record Examination and have the scores sent to the Department. There is also a special program leading to a terminal M.A. which is open to both full and part-time students.

One year of full-time residence is required of all doctoral candidates; these students will be expected to take a preliminary examination at the end of the first year of study, and all their comprehensive examinations must be completed by the end of the third year. Doctoral students must also pass proficiency examinations in two modern languages prior to the second year of graduate study. French and German are the usual languages required of doctoral candidates but, with Department approval, other languages may be substituted if they are more appropriate to the candidate's field of specialization. A final comprehensive examination will be required of all Master's students and proficiency in one modern language is also required.

## Financial Aid

The University welcomes applications for the following programs of aid: Teaching Fellowships (\$7,000–11,000); Research Assistantships (\$6,500).

All fellows and assistants are exempt from payment of tuition. Various programs of financial aid are available during the summer. Ordinarily, all students admitted to the doctoral program will qualify for some form of financial assistance. Normally no financial assistance is available for students seeking a terminal M.A.

## Institute of Medieval Philosophy and Theology

The Department of Philosophy is linked to the Institute of Medieval Philosophy and Theology. The institute is a center that unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology.

Doctoral degrees are awarded in the Philosophy (or Theology) Department, and students study within one of these departments. The focus of the institute is the relationship between medieval philosophy and theology and modern continental philosophy and theology. The concentration of the Philosophy and Theology Departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between medieval and modern philosophy and theology is well established.

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the institute offers graduate student fellowships and assistantships, sponsors a speakers program, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

## The Lonergan Center

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904–1984) have a focus in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. The Center is on the fourth level of Bapst Library and is open during regular hours as posted. The director is Professor Charles Hefling.

## COURSE OFFERINGS

If a desired course is not offered, please consult with the appropriate professor; it may be possible to arrange a Readings and Research course on the desired topic.

### PL 303 Philosophical Questions in Religion

This course is for students who want to form their individual opinions rationally on such controversial religious topics as the psychology of belief, the problem of evil, arguments for God's existence, our knowledge of God, predestination and free will, time and eternity, life after death, miracles, the reliability of the Bible, mysticism, Eastern vs. Western religions. A problem-oriented textbook is supplemented by readings in C. S. Lewis and Thomas Aquinas. *Not offered 1992–93*

Peter J. Kreeft

### PL 308 Political Thought of the Greeks

An examination of Greek political philosophy, with special emphasis on Plato's *Republic* and Aristotle's *Politics*; an attempt to apply the resources of Greek thought to some of the perennial issues of political philosophy.

*Not offered 1992–93* Arthur R. Madigan, S.J.

### PL 309 Marriage and the Family (S: 3)

The course is designed, from a philosophical perspective, to explore the full significance of the most fundamental and intimate human relationship: Marriage/Family, on both institutional and personal levels.

The entire course consists of four parts: 1) It begins with a cross-cultural understanding of

marriage/family by examining some of its many cultural variations. 2) Next, we will focus on the American traditional marriage/family and see why and how it has evolved into its present form, i.e., nuclear system. 3) Thirdly, we will try to examine the personal dimension of marriage/family and study how interpersonal interactions take place within the context of marriage/family. 4) Finally, we will organize a two-day seminar to which students will invite speakers of different marital (and non-marital) status to share their personal experience (both positive and negative) as well as their insights into this very foundation of human life.

Francis Y. Soo

### PL 310 Genealogy and the History of Ethics (F: 3)

The course will begin by reading selections from Nietzsche's *Genealogy of Morals* and *Beyond Good and Evil*. The remainder of the course will be spent testing Nietzsche's account of the history of ethics against representative texts and testing the texts against Nietzsche's problematic. We will focus on texts (to be read in reverse chronological order) of Kant, Aquinas, and Aristotle. Short readings from other authors, for example, Hume and Luther, will be assigned to fill in gaps in the history. The course will end where it began, with Nietzsche, by reading *The Advantage and Disadvantage of History for Life*.

Thomas S. Hibbs

### PL 312 Christianity for Pagans (S: 3)

Pascal, Kierkegaard, and G.K. Chesterton offer three ways to think and live Christianity in a post-medieval, post-Christian world: a way for the heart, a way for the will, and a way for the mind, respectively; or a way of passion, a way of "subjectivity", and a way of common sense. This course sympathetically explores all three ways.

Peter J. Kreeft

### PL 314 The Mind and Its Body (S: 3)

Am I my body and nothing more? Is there such a thing as a *soul*? If there is, can I know anything about it? What is the relationship between "mind" and "body"? Is the unity between them what accounts for their existence? Are they separable? Could the soul possibly survive the dissolution of the body? Can I know any of this? These are some of the questions we will raise—and try to answer.

Ronald K. Tacelli, S.J.

### PL 330 Philosophy of Communication (F: 3)

This course involves both a theoretical and practical study of the art of verbal persuasion, combining the reading of historical texts on rhetoric with exercises in the art itself. As expected, we begin with selections from Greek and Roman thinkers like Plato, Aristotle, Isocrates, Cicero, Quintilian and Augustine. Then we study the Renaissance thinkers who rediscovered the importance of rhetoric for the humanist tradition. Finally, we consider the function of rhetoric in the development of modern democratic societies like that of America, where the various media of communication play an increasingly important role in social and political decisions. Along with reflecting philosophically on rhetoric, the student will also be expected to compile "commonplace" books and to prepare a verbal presentation in one rhetorical genre.

John J. Cleary



**PL 335 Platonic Dialogues**

This course is an inquiry into the developing thought of Plato, stressing particularly Plato's probing into the questions of the nature of man, the relation of the individual to society, the nature of human knowing, the foundation of judgments of value, and the meaning of a virtuous life. The course will include nearly all of what are called the early and middle dialogues of Plato, up to and including the Republic. The basic thrust of the course will be two-fold: first, to understand Plato's thought as this unfolds in each dialogue, and second, to appropriate this thought in an understanding of the context of our own time.

This course is intended for students who are beginning Plato or at least have not studied him in depth. No knowledge of Greek is required.

Not offered 1992–93 Gerard C. O'Brien, S.J.

**PL 338 The Heidegger Project I (F: 3)**

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-a-vis Heidegger's. Some knowledge of traditional philosophy (e.g. Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

Thomas J. Owens

**PL 339 The Heidegger Project II (S: 3)**

A continuation of PL 338, open only to students participating in the course. Thomas J. Owens

**PL 340–341 Philosophy in the Middle Ages I and II**

The examination of the perspectives on God, man and the cosmos from Augustine to Ockham.

Not offered 1992–93 Norman J. Wells

**PL 344 The Aristotelian Ethics**

Reading of Aristotle's *Nicomachean Ethics*, and examination of its principle themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, contemplation.

Not offered 1992–93 Arthur R. Madigan, S.J.

**PL 351 Life, Values, and Morality**

The objective of this course is the examination of the meaning of life. A number of problems will be discussed: the general notion of value, different types and families of values, including morally significant goods and moral obligation. Some modern philosophers will be introduced: Nicolai Harman, Max Scheler, Dietrich von Hildebrand, and Alexander Pfänder.

Not offered 1992–93 Joseph L. Navickas

**PL 358 The Confessions of St. Augustine (F: 3)**

The reflective study of the Christian Neoplatonism of Augustine's *Confessions* with a stress on understanding Augustine in the light of his background of conservative African Christianity, Manicheism, classical literary education and Neoplatonic philosophy. The chief emphasis will be on the text of the *Confessions* in translation, but there will also be some reading of other texts of Augustine's early works. Gerard C. O'Brien, S.J.

**PL 379 Socrates and Jesus**

Purpose: to make the acquaintance of and to compare the two most influential people who ever lived—the inventor of reason and the object of

faith; philosophy and religion compared at their source. Intensive reading and discussion of *Great Dialogues of Plato* and John's *Gospel*.

Not offered 1992–93 Peter J. Kreeft

**PL 381–382 After Metaphysics I (F: 3–S: 3)**

Starting from Heidegger and other deconstructionists of the metaphysical tradition, this course will attempt to reopen the question of being as an issue of rational discourse and propose a method for dealing with the question scientifically in terms of the transcendental properties of Being, the One, the True, and the Good. It will argue that not "the forgetfulness of being" but the forgetfulness of the transcendentals has led to the demise of metaphysics in Western philosophy and that a refocusing on the transcendentals can open the way to a more adequate discourse on Being, as such.

Oliva Blanchette

**PL 395 Philosophy of Dostoevsky**

The aim of this course is the examination of the major philosophical positions of Dostoevsky. The course will offer a detailed analysis of the Grand Inquisitor. The following issues will be examined: the critique of the Catholic Church, the struggle between good and evil, the conflict between freedom and happiness, and Dostoevsky's dialectical approach. Not offered 1992–93 Joseph L. Navickas

**PL 402 Kant's Moral Philosophy**

How we make moral decisions warrants close examination. Often we experience a conflict between what *seems* the best and what *seems* the right thing to do. Kant offers a theory to substantiate our choice for what is *right*—our duty. This view has been challenged. The course seeks to present and evaluate Kant's theory of duty.

Not offered 1992–93 Richard T. Murphy

**PL 403 Does God Exist? (F: 3)**

An intensive examination of arguments for and against God's existence. Ronald K. Tacelli, S.J.

**PL 404 Philosophical Autobiography (S: 3)**

We will examine the philosophical anthropologies of Augustine, Rousseau, Nietzsche, and Sartre and discuss the manner in which their understandings of human nature find expression in their autobiographies.

Vanessa P. Rumble

**PL 405 Self-Deception and Morality**

At the heart of our western tradition is the belief that moral endeavor and self-understanding are inseparable. Particularly in Kantian and Post-Kantian philosophy, the avoidance of self-deception has assumed central importance.

This course will deal with the main moral and anthropological perspectives on self-deception that have emerged in western philosophy, particularly in the nineteenth and twentieth centuries. Two related questions will be posed to each of the thinkers studied: 1) How must the human self be constituted in order for self-deception to be possible? 2) Is the self-deceiver morally responsible? Not offered 1992–93 Vanessa P. Rumble

**PL 415 Great Trials in Western Civilization (S: 3)**

Since the time of Socrates, many of the central issues of human existence have been raised and treated in judicial trials. This course will examine the development of our moral-political judgment by a study of significant trials which have taken place in western civilization. Among those to be considered and the issues raised by them are:

the trial of Galileo (science and religion), Dred Scott (racism), Louis XVI (revolution and justice), Dreyfus (antisemitism), Nuremberg trials (war and responsibility), Eichmann (modern forms of evil). In addition, several important trials from the Inquisition will be studied.

James W. Bernauer, S.J.

**PL 416 Hannah Arendt: Human Condition and the Life of the Mind**

Though still controversial, Hannah Arendt is now recognized as one of the major thinkers of this century in areas such as political philosophy and deconstruction of metaphysics. The purpose of this course is to offer an introduction to the main topics in her inquiry into first, the structures of active life (labor, work, action, the private and public), and second, her criticism of several constantly recurring prejudices in the works of those who are entirely dedicated to the activity of thinking; that is, the professional philosophers.

Not offered 1992–93 Jacques M. Taminiaux

**PL 420 Legacy of Plato and Aristotle in Christian Fine Arts into the Renaissance**

A study of the theological and philosophical background of Christian painting, sculpture, and architecture. Not offered 1992–93

Jacques M. Taminiaux

**PL 421 Nietzsche (S: 3)**

Through a chronological analysis of the basic texts of Nietzsche, this course aims at discussing the meaning of his attempt to overcome platonism.

Jacques M. Taminiaux

**PL 428 Introduction to Phenomenology**

A historical and textual survey of the development of the Phenomenological movement from Husserl to Heidegger. Not offered 1992–93

Jacques M. Taminiaux

**PL 434 (UN 502) Capstone: Ethics in the Professions (F: 3)**

This course will focus on controversial moral dilemmas which arise in the professions of law, business, medicine, education, and journalism. In addition to considering some key ethical theories (e.g., pluralism and utilitarianism) which can be used as a framework for addressing these problems, it will also dwell on relevant moral notions such as virtue and collective responsibility. The course will deal extensively with issues such as privacy and confidentiality, deception, whistleblowing, preferential hiring, and so forth. Cases will be used to help students develop analytical skills and enhance their capacity for making sound, moral judgments in different situations. Speakers representing some of these professions will discuss their conceptions of professional responsibility along with the ethical dilemmas which they have encountered. Richard A. Spinello

**PL 435 Theory of the Novel (F: 3)**

This course will consider the relationship between the production of literature and philosophy. Although writers do not intend to be philosophers, they do isolate and present a specific vision of reality. This course will concentrate on the philosophic vision presented in specific literary texts such as: *One Hundred Years of Solitude*, *Crime and Punishment*, *The Sun Also Rises*, *Death in Venice*, *Light in August*, and *Madame Bovary*.

David M. Rasmussen



**PL 436 The Development of American Pragmatism (F: 3)**

A critical study of the main ideas of the pragmatists—Peirce, James and Dewey. Topics to be considered are Experience; Meaning and Truth; Freedom, Theory and Practice; and the role of Scientific Inquiry.

*John Smith*

**PL 439 Existentialism and Art (Nietzsche to Sartre) (S: 3)**

An examination of key existentialist theories of art from Nietzsche and Kierkegaard to Sartre and Merleau-Ponty.

*Richard Kearney*

**PL 442 Search for Selfhood: Romanticism and German Idealism (F: 3)**

Kant's transcendental idealism has been charged with divorcing the subject of understanding from the subject of moral experience. We shall examine the basis of this claim, as well as the attempts by Romantic writers and German Idealists to provide a fresh account of the integrity of human experience.

*Vanessa P. Rumble*

**PL 449 Corporations and Morality (F, S: 3)**

This course will begin with a reflection on the main ethical theories which can be used as frameworks for making moral judgments. To test the efficacy of such theories, we will examine several cases dealing with moral dilemmas which can arise in the workplace. At this point, our focus shifts to the corporation as a special entity in society which has the same autonomy and moral agency as the human person. After delineating a tenable theory of corporate responsibility, we will examine how the corporation functions as both a *moral agent* in the larger society and as a moral environment to be managed with a view to the freedom and well-being of its members. The main focus will be on managing the corporation's relationship with the social and natural environment in which it operates. Issues to be considered in this regard will include marketing and advertising, product safety, environmental pollution, bankruptcy, and international business. Since the trend of globalization in the business environment remains so predominant, special attention will be paid to the peculiar problems which often surface when doing business in the international marketplace.

*Richard A. Spinello*

**PL 452 Perspectives on Addiction**

This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief focus is on alcoholic addiction, but includes addiction to other drugs as well.

*Not offered 1992–93*  
*Gerard C. O'Brien, S.J.*

**PL 455 Kierkegaard and Nietzsche (F: 3)**

Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings.

*Stuart B. Martin*

**PL 465 Sexuality: New Histories, Old Ethics? (S: 3)**

The last twenty years have witnessed an explosion of historical investigations of sexuality in western

culture. This course will examine several of these studies in the interest of appreciating the historical development of anxiety toward and acceptance of sexual activity. We will attempt to explore the implications of these historical visions for an ethical approach to sexual conduct.

*James W. Bernauer, S.J.*

**PL 467 Jean-Paul Sartre (S: 3)**

An analysis of Sartre's early writings on imagination and consciousness. Emphasis will be placed upon his penetrating studies of freedom, bad faith and the sadomasochistic dimensions of interpersonal relations. Both literary and philosophical texts will be discussed.

*Richard Cobb-Stevens*

**PL 475 Philosophy of Language**

This course will focus on the major strands in 20th century philosophy of language, beginning with Bertrand Russell and ending with Jacques Derrida. Along the way we will study the views of I.A. Richards, Ludwig Wittgenstein, Kenneth Burke, J.L. Austin, and Paul Ricoeur. We will try to understand these different accounts of language as texts which form some of the roots of both "analytic" and "continental" philosophy of language, and which span the distance between "literary" and "philosophic" reflections on language. Our goal will be to see these thinkers in conversation with one another, as offering different models to illustrate the nature of language, its possibilities and limitations.

*Not offered 1992–93*

*Eileen C. Sweeney*

**PL 476 Hume**

At this time, there has arisen from diverse philosophical traditions a renewed interest in Hume. This course will undertake to investigate Hume's contributions both in the epistemological and in the moral sphere. Thereby, Hume's study of the human person will emerge—a study now challenging contemporary thinkers.

*Not offered 1992–93*

*Richard T. Murphy*

**PL 479 Contemporary German Philosophy (S: 3)**

In this course, consideration will be given to current developments within German philosophy. Husserl, Heidegger, Gadamer, and Habermas will be among the philosophers considered. Special attention will be given to current movements within German philosophy, including phenomenology, hermeneutics and critical theory.

*David M. Rasmussen*

**PL 482 Political Philosophy: Hobbes to Hegel (F: 3)**

Through an analysis of the basic political concepts of major thinkers like Hobbes, Spinoza, Locke, Rousseau, Kant and Hegel, this lecture course aims at an introduction—both historical and philosophical—to current issues like technocracy, consumerism, the private and the public, political judgment, freedom of expression, etc.

*Jacques M. Taminiaux*

**PL 485 Philosophy of Comparative Religions—East and West**

This course has a twofold purpose. First, it explores one of the fundamental questions in philosophy: the religious or a-religious nature of man. Is man essentially a religious being, and hence is self-sufficient per se. Or is man essentially an a-religious being, and hence is not self-sufficient per se. Secondly, this course is also a com-

parative study of *philosophies* of Western and Eastern religions. Five of the world's major living religions (Judaism, Christianity, Taoism, Buddhism and Shintoism) will be studied separately, and then follows a comparative evaluation of them. It is hoped that a synthetic understanding of the religious or a-religious nature of man would be achieved.

*Not offered 1992–93*  
*Francis Y. Soo*

**PL 490 Aquinas and Pascal: Styles of Philosophical Theology**

This course will compare and critically appraise two approaches to philosophical theology. Topics to be considered: the intelligibility of the cosmos, the limits of human reason, the viability and efficacy of natural theology, the relation between philosophy and theology. Texts will be taken from Pascal's *Penses* and *Provincial Letters* and from Aquinas' *Summa Theologiae* and *Summa Contra Gentiles*. We will consider the Aristotelian basis of Aquinas' thought, the Cartesian influences on Pascal, and the influence of Augustine on both. Attention will also be given to the relevant, recent literature in the growing field of philosophical theology.

*Not offered 1992–93*  
*Thomas S. Hibbs*

**PL 497 Parmenides (S: 3)**

An investigation of the background, life and philosophy of the greatest of the Greek philosophers before Socrates. Parmenides was thoroughly a man of his time; yet, against the tide of Greek physical speculation, he launched the science of metaphysics; in a polytheistic society, he was a monotheist; in a male-oriented society, he envisioned reality under the guise of a woman. Some elementary Greek grammar will be taught in conjunction with this course so that we can together share the authentic vision of Parmenides.

*Stuart B. Martin*

**PL 529 Philosophy of Action (S: 3)**

A study of the concrete approach to transcendence through human action as found in Maurice Blondel's science of practice and its relation to practical science.

*Oliva Blanchette*

**PL 532 Issues in Science and Religion**

While science and religion have often been seen as separate enterprises in conflict with each other, this course will seek to develop the ways in which they may interrelate and engage with each other. The issues will be focused by addressing the topic of how God's action within the world can be understood. It will be argued that this topic, which is foundational for developing a religious perspective on the world, requires treatment within the context of the natural sciences. At the same time, it will be argued that natural science must be open to entertaining this question if it is to be consistent with the presuppositions that have directed its growth and success.

*Not offered 1992–93*  
*Ronald Anderson, S.J.*

**PL 535 Scientific Revolutions I**

This course will study the development of the Copernican revolution against the background of the ancient and medieval views of the universe. We will read selections from the original works of Ptolemy, Copernicus, and Kepler; along with two major works by Galileo, who was chiefly responsible for the consolidation of the new world view. In studying these works, we shall focus on the following problems: a) the problem of plan-



etary motion and b) the problem of terrestrial motion. The guiding theme of the course is the fruitful interaction of problems and theories.

*Not offered 1992–93*

*John J. Cleary*

**PL 536 Scientific Revolutions II**

This course will continue and complete our study of the Copernican Revolution which was begun in Scientific Revolutions I. We will read closely some of the key scientific works of both Descartes and Newton—the two central figures for the completion of the scientific revolution heralded by Copernicus. Finally, we will consider its most important philosophical implications as spelled out in the works of Kant, who self-consciously introduced a “Copernican Revolution” in philosophy. *Not offered 1992–93*

*John J. Cleary*

**PL 538 Law, Business and Society (F: 3)**

This course makes use of an interdisciplinary approach to studying society and social issues related to Law, Business, and Society, i.e., the political, economic and social spheres of human life. Starting from the notion of “law” and “right,” the course will first study the American legal system. We will examine its historical roots, its Constitution, various legal theories and their practice (i.e., cases). Then, we will move into a critical study of the major economic thoughts or theories: Classical, Neoclassical, Marxist, and Supply-side economics. Finally, we will examine the American social system in terms of its class structure, power elite, bureaucratization, and social status. Throughout the course, the students will be asked to develop critical thinking and reflect on important social issues such as equality, crime, family crisis, and justice.

*Fraucis Y. Soo*

**PL 544 St. Thomas Aquinas**

*Prerequisites:* a knowledge of Aristotelian logic and Aristotelian philosophical terminology, e.g., Kreyche’s *Logic for Undergraduates* and Adler’s *Aristotle for Everybody*.

This course is a survey of the distinctive teachings of Aquinas’ metaphysics, cosmology, anthropology, epistemology, ethics, politics, and philosophical theology. *Not offered 1992–93*

*Peter J. Kreeft*

**PL 554 Philosophy of Poetry and Music (S: 3)**

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

*Joseph F. Flanagan, S.J.*

**PL 557 Modernism and Philosophy**

This course deals with the origins and development of the “Modernist” movement during the past century. We shall consider examples of the fiction, poetry, painting, music, and architecture of the period. Special attention will be paid to the ethical and other philosophical implications of the modernist movement. *Not offered 1992–93*

*Richard Cobb-Stevens*

**PL 561 Freud and Phenomenology**

The course will present the chief principles and concepts belonging to the method of psychoanalysis developed by Sigmund Freud. After the close examination of his general psychological theory a philosophical critique of the Freudian

method will be given from the phenomenological viewpoint. This critique will introduce a brief sketch of the phenomenological method as applied in existential analysis. *Not offered 1992–93*

*Richard T. Murphy*

**PL 563 The Great Philosophers I (F: 3)**

This course is not a survey of the history of philosophy but an interpretation of the history of philosophy. That is, it does not survey the whole course of ancient and medieval philosophy, but rather traces a theme through ancient and medieval philosophy. The theme to be studied will vary from year to year.

*Arthur R. Madigan, S.J.*

**PL 564 The Great Philosophers II (S: 3)**

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by the historians. *Ronald K. Tacelli, S.J.*

**PL 577 Introduction to Symbolic Logic (S: 3)**

An introduction to modern formal logic designed to familiarize students with both the methods for expressing ordinary language arguments in symbolic form and with the various techniques used to analyze and evaluate the validity of arguments expressed in symbolic form. The course will cover propositional and predicate logic, some of the subtleties involved in the way we use ordinary language in reasoning, and some of the horizons of 20th-century logic such as the interesting paradoxes of self-reference, “formal systems,” and the limits of logic in human thought.

*Ronald Anderson, S.J.*

**PL 584 C.S. Lewis (F: 3)**

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children’s stories, historical novels, short stories, psychology and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good, and the beautiful. This course is a total immersion experience in this remarkable man through his writings—aiming not primarily at him but at ourselves and our world seen through his eyes.

*Peter J. Kreeft*

**PL 593 Philosophy of Science (F: 3)**

An introduction to the various themes concerned with the interplay between philosophy and science. The nature of scientific explanations and the cognitive status of scientific theories will be considered. The roles of induction and deduction in scientific discovery will be examined as well as a number of metaphysical questions raised by the natural sciences such as the ontological status of the various entities which make up scientific theories. Examples will be considered from both the biological and physical sciences, with a particular focus on evolutionary theory and modern cosmological theories about the universe.

*Ronald Anderson, S.J.*

**PL 595 Kant’s Critique (F: 3)**

An analysis of the major theme of Kant’s philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.

*Ronald K. Tacelli, S.J.*

**PL 602 Philosophy of World Religions (F: 3)**

A sympathetic, objective but “existential” comparative exploration of eight of the world’s “higher religions,” beginning with readings from each religion’s own scriptures (data) and concluding with interpretation and discussion of ecumenical dialog, especially between East and West.

*Peter J. Kreeft*

**PL 603 Ancient, Medieval and Modern Accounts of the Will and Passions (F: 3)**

This course will examine the views of Aristotle, Thomas Aquinas, René Descartes (and some other modern thinkers) on the affective part of the human psyche, the will and the passions. We will be concerned with the relationship between the affective and intellectual capacities of the human person, as well as differences and developments in the notion of freedom of the will and the emotional composition of the person through these periods and thinkers. Changes in the Ancient, Medieval, and Modern list of the passions or emotions and in the relative importance of the different passions will also be considered. We will also discuss whether and to what degree pre-modern accounts of the will and passions are subject to the same criticisms now being made of Classical Modern accounts of the will, the passions and the unified subject.

*Eileen C. Sweeney*

**PL 607 Seminar: Socratic Dialectic (S: 3)**

Method: Socratic dialectic and Aristotelian ordinary-language logic. Classes: informalization of medieval scholastic disputation. Issues: faith and reason; existence, nature and knowability of God; problem of evil; predestination and free will; soul and immortality; heaven and hell; miracles and resurrection; identity of Jesus; Bible as myth vs. Bible as history; relation between religion and morality; religious experience; comparative religions Eastern and Western. Genre: philosophical apologetics.

*Peter J. Kreeft*

**PL 608 Humanism and Anti-Humanism**

This course will examine contemporary notions of humanism (e.g., Sartre, Heidegger) and the critique that has been made of humanism by such thinkers as Althusser, Foucault, Derrida and Lacan. *Not offered 1992–93*

*William J. Richardson, S.J.*

**PL 614 Husserl and Hume**

Descartes and Hume exerted the greatest influence on Husserl’s development of phenomenology. This course, after beginning with a brief exposition of Husserl’s version of the phenomenological method, will examine Hume’s positive impact on Husserl’s thought, especially in its later stages. It is anticipated that Hume’s contribution to Husserl’s turn to radical subjectivism will be documented. *Not offered 1992–93*

*Richard T. Murphy*

**PL 615 British Empiricism (S: 3)**

This course introduces British empiricism through the epistemological theories of Locke, Berkeley, and Hume. Within this historical con-



text, the representationalist theory of perception developed by Locke and criticized by Berkeley and Hume will be presented. The contemporary discussions concerning the correct interpretation of these thinkers will be examined.

*Richard T. Murphy*

**PL 618 The Process of Becoming**

Scientific developments such as the theories of evolution, relativity, and quantum mechanics have forever changed the ways we view reality. This course traces the attempts of twentieth-century philosophers and theologians such as Bergson, Whitehead, Teilhard, and Hartshorne to forge new conceptions of reality adequate to these intellectual breakthroughs. *Not offered 1992-93*

*Patrick H. Byrne*

**PL 620 The Eclipse of the Good: New Orientations in Contemporary Ethics**

This course is directed to upper-division undergraduate as well as graduate students. It will examine major theories in contemporary ethics from the perspective that these theories have been provoked by novel experiences of evil. Among the authors to be considered are Alasdair MacIntyre, Michel Foucault, Sigmund Freud, Martha Nussbaum, Robert Lifton and Piaget. Other resources utilized by the course will include contemporary literature and film. *Not offered 1992-93*

*James W. Bernauer, S.J.*

**PL 625 (TH 478) The Problem of Self-Knowledge (F: 3)**

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. Students will be invited to discover in themselves dimensions of their subjectivity which lead to resolution of fundamental issues. The work of Bernard Lonergan will serve as a guide.

*Joseph F. Flanagan, S.J.*

**PL 626 Hannah Arendt: Learning to Love the World**

An examination of Arendt's philosophical achievement: her treatment of the active life of labor, work, action, and the mind's life of thinking, willing, judging. The specific theme for the course will be this contemporary thinker's effort to renew a love for the world and an appreciation of the worldly traits of those who call it home. In addition to reading her major texts, there will be consideration of the political and philosophical contexts within which she formulated her thought. *Not offered 1992-93*

*James W. Bernauer, S.J.*

**PL 629 Introduction to Hermeneutics (F: 3)**

An examination of the contemporary problem of hermeneutics in light of its historical antecedents for entry-level M.A. students and advanced undergraduates.

*William J. Richardson*

**PL 632 The Later Heidegger**

This course will consider major themes in Heidegger's development after the so-called "turning" in his way (circa 1930). These will become manifest in certain selected representative texts.

*Required: a serious knowledge of Being and Time, such as gained from "The Heidegger Project" or its equivalent. Not offered 1992-93*

*William J. Richardson*

**PL 633 Metaphysics: Selected Texts (F: 3)**

A diligent examination of selected classical metaphysical texts, chosen for intrinsic importance and for historical influence. Texts to be studied will vary from year to year. Proficiency in Greek will be an asset.

*Arthur R. Madigan, S.J.*

**PL 634 The Philosophy of Jurgen Habermas**

A seminar on the more recent (1981 and later) writings of Jurgen Habermas. We will consider the following topics: the theory of communicative action; the theory of modernity; theories of law and politics; aesthetics. *Not offered 1992-93*

*David M. Rasmussen*

**PL 637 Hegel's Philosophy of Law (F: 3)**

This seminar will consider Hegel's philosophy of law from both historical and contemporary perspectives. The seminar will concentrate on a reading of *The Philosophy of Right*. Special emphasis will be given to Hegel's contribution to the current discussion of the relationship between law and philosophy. Topics of interest will include: the link between law and morality, law and political philosophy, law and the problem of interpretation, contextualization and neo-Aristotelian assumptions about the nature of law versus universalist (Kantian and neo-Kantian) perspectives on law and the Hegelian and current discussion of Civil Society.

*David M. Rasmussen*

**PL 638 Plato: Selected Dialogues**

A study of (at most) a half-dozen Platonic dialogues, chosen to suit the philosophical interests of instructor and students. For students with some background in Plato. *Not offered 1992-93*

*Arthur R. Madigan, S.J.*

**PL 641 Ethics and Psychoanalysis**

An examination of the ethical problem as posed by psychoanalysis. *Not offered 1992-93*

*William J. Richardson, S.J.*

**PL 643 Great Contemporaries**

A study of one or more authors who have made or are making a significant contribution to philosophy in the twentieth century. Authors to be studied will vary from year to year. The focus will be on authors such as Alasdair MacIntyre, Martha Nussbaum, Charles Taylor who assimilate the Western philosophical tradition in a creative way; present a substantive and well-argued philosophical position (a "live option"); and refine the style and enrich the language of philosophy itself ("purify the dialect of the tribe"). *Not offered 1992-93*

*Arthur R. Madigan, S.J.*

**PL 680 The Phenomenology of Edmund Husserl**

A study of the major themes of Husserl's early works: intentionality, time-consciousness, the interplay of experience and language, seeing as interpretation. Emphasis will be placed upon the ontological implications of phenomenology.

*Not offered 1992-93*

*Richard Cobb-Stevens*

**PL 681-682 Symbols (Perspectives II) & Science (Perspectives IV)**

This is a 2-semester, 12-credit course. The syllabus is taken from Perspectives II (Modernism & the Arts) and Perspectives IV (New Scientific Visions). We will explore the ways in which artistic and scientific understanding compliment and enhance one another. *Not offered 1992-93*

*Joseph F. Flanagan, S.J.*

**PL 691 Kant's Critique of Judgment (S: 3)**

This seminar will focus on a reading of Kant's famous "Third Critique." We will also consider contemporary readings of *The Critique of Judgment*. We will also be interested in both the impact of this work on contemporary "aesthetic theory" and its contribution to recent debates on ethics, politics and contemporary democratic theory.

*David M. Rasmussen*

**PL 701 Wittgenstein**

This course will present Wittgenstein against the historical background of the rise of Analytic philosophy and emphasize how Wittgenstein has so radicalized philosophical methodology that for so many linguistic analysis appears to be the only viable philosophical method. At the same time, the affinity of Wittgenstein's outlook to Husserl's phenomenology will be treated.

*Not offered 1992-93*

*Richard T. Murphy*

**PL 705 Logic, Language and Interpretation in Medieval Philosophy**

This course will focus on Medieval reflection on the nature of language and its relationship to reality, issues which arise within discussions of such diverse topics as formal logic, the status of universals, and language as the instrument for expressing the nature of God, and interpreting scripture. We will trace these issues through works by Augustine, Boethius, Anselm, Abelard, Alan of Lille, Thomas Aquinas, Bonaventure, Scotus and Ockham. A major goal will be to place these very different topics in conversation with one another, in order to ask how these different projects motivate and affect one another; in other words, to ask, for example, what Anselm's or Augustine's abstract, theoretical works on language have to do with their attempts to name God or develop a theory of textual interpretation. These are questions which will bring out the ways in which peculiarly Medieval concerns with language make unique and sophisticated contributions to philosophy of language and interpretation. *Not offered 1992-93*

*Eileen C. Sweeney*

**PL 710 Science and Analysis in Aristotle**

Aristotle's *Posterior Analytics* set the standards for science in the West for almost 2000 years. Figures as diverse as Aquinas and Avicenna, Descartes, Galileo and Newton all subscribed to fundamental Aristotelian tenants even as they thought of themselves as radically reforming them.

Recent scholarship, however, has called into question the traditional understanding of what Aristotle actually meant by "science." This course will take up those questions in a close, critical examination of Aristotle's *Prior Analytics* and *Posterior Analytics* in relation to specifically scientific works. *Not offered 1992-93*

*Patrick H. Byrne*

**PL 711 Phenomenology (S: 3)**

An exploration of the modern crisis of the self in Husserl, Heidegger, Sartre, Levinas, and Ricoeur.

*Richard Kearney*

**PL 712 Heidegger and Husserl (F: 3)**

A close study of Husserl's legacy in the method, the structure, and in several basic concerns of Heidegger's fundamental ontology.

*Jacques M. Tamiuianx*



**PL 713 Aristotle's Physics and Metaphysics (S: 3)**

This class will have as its main goal a complete and careful reading of these two very difficult texts. Besides the main goal of making these texts accessible, we will also be concerned with examining the relationship between them. Are Aristotle's physical and metaphysical conclusions consistent and complementary or do they stand in some sort of tension with one another? How does Aristotle understand the relationship and differences between physics and metaphysics as disciplines? Other of Aristotle's works on natural science and psychology will be considered as necessary to supplement our examination of these texts and questions. *Eileen C. Sweeney*

**PL 718 Psychoanalysis and Literature**

This course will be a doctoral-level seminar that will examine various psychoanalytic approaches to literature as these become manifest in efforts to interpret psychoanalytically Edgar Allan Poe's short detective story, "The Purloined Letter." The classic interpretation of this story by Marie Bonaparte has been followed by numerous contemporary approaches such as those of J. Lacan, J. Derrida, S. Felman, N. Holland, J. Gallop, etc. These will be examined and discussed in turn.

Since the contemporary debate has been stimulated by the reading of this text by J. Lacan that elicited a strong rejoinder by J. Derrida, the seminar will offer the opportunity to study and compare so-called "structuralist" and "post-structuralist" approaches to literary criticism.

*Not offered 1992-93 William J. Richardson, S.J.*

**PL 719 Aquinas on Law and Virtue (S: 3)**

Ethics has become once again a central concern for the understanding of human life. Before "After Virtue" there was Virtue. For "Legitimation Theory" there has to be Law. This course will study Aquinas' systematic approach to ethics in the framework of the *Summa Theologiae*. After a discussion of the structure of the *Summa*, it will focus on the concepts of Virtue and Law in Part II.1 and on the Particular Virtues as elaborated in Part II.2. *Olivia Blanchette*

**PL 721 Philosophy and Tragedy: Hegel to Nietzsche**

The general topic of the course is philosophy and literature. The course intends to be a close textual analysis as well as a critical appraisal of two typical and opposite approaches to Greek tragedy; namely, a Hegelian one based on the principle that tragedy already anticipates metaphysics; and a Nietzschean one based on the principle that metaphysics is blind towards the naming of tragedy. An attempt will be made to compare these two approaches with other ones—either Ancient (Plato, Aristotle); or modern (Holderlin, Schopenhauer, Heidegger). *Not offered 1992-93 Jacques Taminiaux*

**PL 728 Michel Foucault**

This course will study the works of Michel Foucault. We will examine his philosophical analysis of several modern forms of knowledge (psychology, medicine, penology, sexology) and the relationship of these human sciences to models of rationality and modes of political action. *Not offered 1992-93 James W. Bernauer, S.J.*

**PL 731 Hume: A Phenomenological Perspective (S: 3)**

The traditional interpretation that David Hume's system ended in empirical skepticism has recently been questioned. There has emerged another interpretation according to which Hume's philosophy really represents a subtle form of naturalism. In this ongoing discussion, the quite different interpretation given by Edmund Husserl, the founder of Phenomenology, has been ignored. This course will examine the main points of Hume's system of knowledge from Husserl's phenomenological perspective. That this phenomenological interpretation offers a viable alternative to both the skeptical and naturalist interpretations will be considered. *Richard T. Murphy*

**PL 732 Greek Philosophy and Hermeneutics (F: 3)**

In this graduate seminar we will read Book 3 of Aristotle's *Rhetoric*, along with his *Poetics*, both of which deal with two related arts of making (poiesis) through speech. By reading these texts, we shall encounter some of the central hermeneutical problems discussed by Heidegger and Gadamer. This course presupposes some acquaintance with the first two books of Aristotle's *Rhetoric* and some interest in Greek tragedy and comedy. *John J. Cleary*

**PL 733 Ethics: Universalist vs. Communitarian**

An examination of the current debate between the universalist tradition in ethics as represented by Habermas, Apel, and Rawls vs. the communitarian tradition in ethics as represented by Williams, Sandel, Walzer, MacIntyre, and others.

*Not offered 1992-93 David M. Rasmussen*

**PL 748 Discovery of Social Philosophy in Young Hegel**

Hegel can be viewed as the father of modern social philosophy in his early criticism of both empiricism and formalism in the treatment of natural law as exemplified in British contractarian theory and Kantian formalism. In this he can also be viewed as the first post-modern. This seminar will study how he came to his social philosophy, which finds its final expression in the *Philosophy of Right*, in the so-called *Essay on Natural Law* of 1802, the *System of Ethical Life* of 1802-03, and the *Phenomenology of Spirit* of 1805-07.

*Not offered 1992-93 Olivia Blanchette*

**PL 749 Plotinus and Augustine (S: 3)**

The course will compare the thought of Plotinus and Augustine whose texts mark the transition from ancient to medieval philosophy, from paganism to Christianity. We will read portions of Plotinus' *Enneads*, with particular emphasis on the themes of hierarchy, participation, embodiment, temporality, dialectic and narrative, beauty, and contemplation. We will then analyze passages in Augustine where Plotinian language figures prominently. Finally, we will consider Augustine's transformation in the *Confessions* of the previously mentioned Plotinian motifs. *Thomas S. Hibbs*

**PL 751 Medieval Philosophy I: Augustine to Anselm**

A detailed examination of the classical positions taken on faith and reason, knowledge, God and man. *Not offered 1992-93 Norman J. Wells*

**PL 752 Medieval Philosophy II: Bonaventure to Ockham**

Continuation of the previous semester, PL 751. *Not offered 1992-93 Norman J. Wells*

**PL 754 Problems in Cartesian Studies (S: 3)**

A seminar course devoted to a detailed examination of the objections to the *Meditations* and Descartes responses thereto. *Norman J. Wells*

**PL 761 Hegel's Phenomenology of Spirit (F: 3)**

A textual analysis, with special attention to method, structure, and the social dimensions of spirit. *Olivia Blanchette*

**PL 762 Soren Kierkegaard**

This course will deal primarily with the early pseudonymous writings of Soren Kierkegaard. The following topics will be emphasized: 1) the function of irony and indirect communication in the pseudonymous works, 2) the significance of the stages of existence, and 3) the nature of the relationship which Kierkegaard posits between language, self-understanding, and human autonomy. *Not offered 1992-93 Vanessa P. Rumble*

**PL 768-769 Insight (F: 3-S: 3)**

A two-semester course exploring the basic themes and method of Lonergan's *Insight*, through a close textual reading. *Patrick H. Byrne*

**PL 772 Heidegger: The Principle of Reason (F: 3)**

A close reading of Heidegger's recently translated lecture course, "The Principle of Reason (1956)," comparing it with his earlier essay, "On the Essence of Ground (1929)," and other cognate texts. *William J. Richardson, S.J.*

**PL 774 Beyond Aristotle's Physics**

This seminar will consider the relationship between Aristotle's *Physics* and his *Metaphysics*. One of the guiding questions will concern his views about the exact relationship between the projected science of First Philosophy and the special sciences, such as mathematics and physics. In the light of this and other related questions, we will conduct a close reading of some selected books from the *Physics* and the *Metaphysics*.

*Not offered 1992-93 John J. Cleary*

**PL 775 Between Presumption and Despair: Studies in Thomistic Psychology**

A study of basic themes in Aquinas' philosophical psychology. Topics to be considered: the relationship between logic and psychology; sensation and abstraction; the unity of soul and body; the soul's knowledge of itself; the immateriality of the soul. Texts will be taken from Aquinas' commentaries on Aristotle's *Physics* and *De Anima*, and from the *Summa Contra Gentiles*.

*Not offered 1992-93 Thomas S. Hibbs*

**PL 777 Descartes and the Cartesian Tradition (F: 3)**

A close analysis of the classical Cartesian positions on the self, God and the world as they are discussed in the *Meditations*. *Norman J. Wells*

**PL 780 The Perfection of the Universe According to Aquinas**

A study of St. Thomas' dynamic concept of perfection and of the way he applies it to the universe in his philosophy of nature and of man as well as in his theology. *Not offered 1992-93 Olivia Blanchette*



**PL 785 Critical Issues in Hegel's *Phenomenology***

The following critical issues and problems will be re-examined: the place and position of the *Phenomenology* in the Hegelian system; M. Heidegger's brief interpretation of Hegel; the nature of the dialectical method; a survey of the first three sections of *Phenomenology*; the identity of the rational and the real; and the problem of transition from *Phenomenology* to *Metaphysics*.

*Not offered 1992-93* Joseph L. Navickas

**PL 796 Seminar: Hegel's Logic**

A textual analysis of the first part of Hegel's System, starting from the Logic of Being and moving into the Logic of Essence, with special attention given to the method of Hegel's thought.

Open only to graduate students. *Not offered 1992-93* Oliva Blanchette

**PL 797 Seminar: Hegel's Logic II**

Textual analysis of the Logic of Concept as the culmination of Hegel's Logic leading into the Philosophy of Nature. *Not offered 1992-93*

Oliva Blanchette

**PL 799 Readings and Research (F: 3-S: 3)**

By arrangement The Department

**PL 801 Thesis Seminar (F: 3-S: 3)**

By arrangement The Department

**PL 802 Thesis Direction (F: 0-S: 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. By arrangement.

The Department

**PL 806 Kant's Third Critique**

A close, textual examination of Kant's Third Critique and its subsequent influence in the history of art criticism. *Not offered 1992-93*

Jacques M. Taminiaux

**PL 807 Kant's Transcendental Idealism**

Kant developed the notion of a transcendental subjectivity in which could be grounded the objective validity of the sciences and experience itself. He attempted to construct no less than an *a priori* metaphysics of experience. We shall follow Kant textually in this endeavor.

*Not offered 1992-93* Richard T. Murphy

**PL 813 Peirce and James (F: 3)**

A critical comparison of their views beginning with their different versions of Pragmatism and going on to include their conceptions of freedom, determinism, meaning, and truth, belief skepticism and nominalism.

John Smith

**PL 818 Heidegger on Art**

A textual and contextual analysis of Heidegger's essay on "The Origin of the Work of Art."

*Not offered 1992-93* Jacques M. Taminiaux

**PL 819 Kant and Hegel on Art (S: 3)**

Textual examination of Kant's Third Critique and its influence on Hegel's Philosophy of Art.

Jacques M. Taminiaux

**PL 820 Reason and Faith in Hegel, Kierkegaard, Blondel**

Starting from an examination of how infinity presents itself in each of these authors, the seminar will study how each proceeds in philosophy of religion and in the question of the relation between reason and faith. *Not offered 1992-93*

Oliva Blanchette

**PL 824 Arendt and Heidegger**

A close study of *The Human Condition* and *The Life of the Mind* with emphasis on Arendt's critique on Heidegger. *Not offered 1992-93*

Jacques M. Taminiaux

**PL 828 Deconstruction and Critical Theory: Habermas/Derrida**

This course will evaluate the similarities and differences between critical theory and deconstruction by comparing the work of Jurgen Habermas and Jacques Derrida. Emphasis will be placed on their respective orientations to modern philosophy. *Not offered 1992-93*

David M. Rasmussen

**PL 831 Heidegger and Aristotle**

Based upon unpublished lectures given in Marburg before *Being and Time*, this course aims at showing how a peculiar interpretation and appropriation of *The Nicomachean Ethics* provides the foundational structure of Heidegger's fundamental ontology. *Not offered 1992-93*

Jacques M. Taminiaux

**PL 834 Lonergan's Economics**

This course will concentrate on the study of Lonergan's economics manuscript on circulation analysis and situate the good of order as economic within the overall framework of the human good. *Not offered 1992-93*

Patrick H. Byrne

Frederick G. Lawrence

**PL 835 Philosophy and Comparative Law Seminar: Foundations of Western Legal Thought**

The seminar examines the ways in which modern civil law (Romano-Germanic) and common law (Anglo-American) systems were influenced at crucial stages of their development by different branches of the political and philosophical thinking of the Enlightened period. A major goal is to explore the complex linkages between political philosophy and legal theory. Emphasis will be placed on the subtly different concepts of "law," "man," and "reason" that are going forward in the mainstream and countercurrents within each tradition. *Not offered 1992-93*

David M. Rasmussen

Mary Ann Glendon

**PL 841 The Structure of Finite Being**

A detailed analysis of the famous controversy on essence and existence and the problem of their distinction. The role of Suarez as an historian and critic of the "real distinction" will be examined. *Not offered 1992-93*

Norman J. Wells

**PL 855 Seminar: Heidegger I (F: 3)**

A close textual analysis of *Being and Time*, focusing on Heidegger's epochal insights on man, world, time and being.

Thomas J. Owens

**PL 856 Seminar: Heidegger II (S: 3)**

This is a continuation of the fall semester course (PL 855) and open only to students who have participated in that course.

Thomas J. Owens

**PL 900 Husserl's Logical Investigations**

A critical examination of the principal themes from Edmund Husserl's greatest work: his critique of psychologism and of British empiricism, his theory of meaning and reference, his account of the relationship between judgment and truth, and his revitalization of Aristotle's theories of substance and essence. An effort will be made to relate Husserl to Frege, Wittgenstein, and the contemporary analytic tradition.

*Not offered 1992-93* Richard Cobb-Stevens

# P H Y S I C S

**FACULTY**

**Frederick E. White**, *Professor Emeritus*; A.B., Boston University; B.S., Ph.D., Brown University

**Solomon L. Schwebel**, *Associate Professor Emeritus*; B.S., City College of New York; M.S., Ph.D., New York University

**Francis A. Liuima, S.J.**, *Assistant Professor Emeritus*; M.S., Boston College; Ph.D., St. Louis University

**Robert L. Carovillano**, *Professor*; A.B., Rutgers University; Ph.D., Indiana University

**Joseph H. Chen**, *Professor*; B.S., Saint Procopius College; Ph.D., University of Notre Dame

**Baldassare Di Bartolo**, *Professor*; Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

**George J. Goldsmith**, *Professor*; B.S., University of Vermont; M.S., Ph.D., Purdue University

**Rein A. Uritam**, *Associate Professor, Chairperson of the Department*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

**David A. Broido**, *Assistant Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

**Michael J. Graf**, *Assistant Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

**Krzysztof Kempa**, *Assistant Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

**Pradip M. Bakshi**, *Research Professor*; B.S., University of Bombay; A.M., Ph.D., Harvard University

**Gabor Kalman**, *Research Professor*; D.Sc., Israel Institute of Technology





## PROGRAM DESCRIPTION

The Department offers comprehensive programs of study and research leading to the degrees Master of Science (M.S.), Master of Science in Teaching (M.S.T.), and Doctor of Philosophy (Ph.D.). Courses emphasize the basic principles of physics and prepare students to choose a major field of concentration according to their interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

### Master's Program

Each candidate for a Master's degree must pass a qualifying examination (Master's Comprehensive) administered by the Department and meet specified course and credit requirements. The qualifying examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson and normally shall be administered each September. This committee shall evaluate the qualifying examinations in conjunction with the graduate faculty. Normally no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available *with or without* a thesis, and the M.S.T. requires a paper but no thesis.

### M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (PH 801). Required courses include: PH 711, PH 721, PH 732, PH 741 and PH 707–708. The qualifying examination is essentially based on the contents of the first four of these courses and is normally taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public, oral examination conducted by the readers.

### M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same course and qualifying examination requirements for the M.S. with thesis apply here except that in addition the courses PH 722, PH 733, and PH 742 are required.

### M.S.T. Degree

This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will normally include two of the courses: PH 711, PH 721, PH 732, PH 741. The M.S.T. qualifying examination in physics will be based upon the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. The student must also satisfy requirements of the Department of Education, whose listings should be consulted for information.

## Doctor's Program

A student normally enters the doctoral program upon faculty recommendation after passing the M.S. qualifying examination. Students entering Boston College with previous graduate experience may be exempted from the qualifying examination by recommendation of the Graduate Affairs Committee with approval by the Chairperson. Unless a waiver is granted, a student wishing to enter the doctoral program must pass the qualifying examination.

Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the Chairperson of this major field selection and the Chairperson shall appoint, with the approval of the Department, a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

### Requirements

Required courses for the doctorate are: PH 722, PH 733, PH 742; and four additional courses in distinct areas chosen from the graduate electives of the Department, or from other graduate departments with the approval of the Chairperson. PH 761 and PH 771 are very strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

### Comprehensive Examination

Within two years of entering the doctoral program, each student must take the Comprehensive Examination, normally offered each September. This examination, in principle, covers all of physics that a doctoral student can be expected to know at the end of two years of formal course work in the doctoral curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the Chairperson, and is evaluated by this committee, with approval of the entire graduate faculty of the Department.

### Research Area Examination

Within three months of passing the Comprehensive Examination, a student must take the Research Area Examination. This examination is prepared and administered by the student's Doctoral Committee, and covers topics agreed to by the student and his Doctoral Committee as appropriate to prepare the student for research work in his area of interest. The examination is evaluated by the Doctoral Committee, with approval of the entire graduate faculty of the Department. A student may attempt the examination twice under the direction of the same Doctoral Committee.

A student who has passed the Comprehensive Examination and the Research Area Examination,

in addition to the course requirements, becomes a *doctoral candidate*.

### Thesis

In consultation with the Doctoral Committee each student must submit the completed Outline of Thesis form to the Chairperson. An open meeting shall be scheduled at which the student shall discuss the thesis proposal. The Doctoral Committee, with the approval of the Chairperson, shall decide upon accepting the proposal.

The Chairperson shall recommend to the Dean the appointment of a Doctoral Thesis Committee consisting of at least three Department members (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

## GENERAL INFORMATION

Waivers of Departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A variety of theoretical studies are conducted within the Department in areas such as space physics, plasma physics, and astrophysics, atmospheric physics; elementary particles, and current algebras; solid state and mathematical physics.

Experimental programs are mainly in solid state and space physics. Research in solid state physics includes: superconductivity, heavy fermion systems, low-temperature physics, strong magnetic fields, crystal field studies using spin resonance, spectroscopic and Mössbauer techniques; absorption and fluorescence spectroscopy of solids; energetic radiation effects on the dielectric and optical properties of ionic crystals; electroreflectance in semi-conductors; transport properties of alloys; optical and electrical properties of plasmas in solids. Research is conducted in the field of gas kinetics by means of flash photolysis techniques. Space research includes a variety of experimental projects and related data analysis efforts. These include auroral and airglow physics; space charge effects in satellite environments; electric current and field configurations at high latitudes; and radar studies of the upper atmosphere and ionosphere.

Boston College is a participating institution for available government fellowships and grants. The Department also offers scholarship and teaching assistantship aid to qualified students. Student research assistantships are often available to advanced students in space physics, atmospheric physics, and solid state physics during the summer as well as the academic year.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

Foreign students are required and other applicants are encouraged to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application.



## COURSE OFFERINGS

With approval, courses numbered in the 600s may be elected by graduate students for credit.

### Graduate Courses

#### PH 700 Physics Colloquium (F, S: no credit)

A weekly discussion of current topics in physics. No academic credit; no fee.

#### PH 707-708 Physics Graduate Seminar I, II

Discussion of special problems and topics from the current literature. *Offered 1993-94*

#### PH 711 Classical Mechanics (F: 4)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media. *Pradip M. Bakshi*

#### PH 721 Statistical Physics I (S: 3)

The classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena. *Gabor Kalman*

#### PH 722 Statistical Physics II (F: 3)

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; selected applications. *Gabor Kalman*

#### PH 732 Electromagnetic Theory I (F: 4)

Physical bases for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields. *Robert L. Carovillano*

#### PH 733 Electromagnetic Theory II (S: 4)

Radiation theory; gauge choices and transformations; Lienard-Wiechert potentials; dispersion and scattering theory; special theory of relativity; covariant electrodynamics; spin and angular momentum of the electromagnetic field; selected applications. *Robert L. Carovillano*

#### PH 735-736 Techniques of Experimental Physics I, II (F: 3-S: 3)

A laboratory course in contemporary techniques of experimental physics and materials science. Experimental studies will be conducted in the optical, transport, and electrical properties of semiconductors, fluors, insulators and metals. Coherent and incoherent light sources; photoemissive, photoconductive, and photovoltaic transducers; analog-to-digital and digital-to-analog converters; microcomputer interfaces; electrometers; lock-in detectors; spectrometers; cryostats; and laboratory magnets represent the kinds of apparatus which will be involved. The course will meet for six hours per week of laboratory work, and one hour of lecture. *George Goldsmith*

#### PH 741 Quantum Mechanics I (F: 4)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle. *Pradip M. Bakshi*

#### PH 742 Quantum Mechanics II (S: 4)

Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory. *Pradip M. Bakshi*

#### PH 761 Solid State Physics I (F: 3)

Crystal structure and bonding, diffraction and the reciprocal lattice, thermal properties and lattice vibrations, the free-electron model, energy bands in solids, semiconductor theory and devices. *Krzysztof Kempa*

#### PH 771 Plasma and Space Physics (F: 3)

This course examines comprehensively the plasma state of matter, with emphasis on space and astrophysical conditions. Topics include basic plasma concepts (Debye length, plasma oscillations, etc.), kinetic theory as it applies to the plasma state (plasma kinetics), and magnetofluid dynamics. Selected applications from magnetospheric, astro-, space, or ionospheric physics are chosen to illustrate the four main topics of the course: plasma transport phenomena, thermal and radiative processes in plasmas, plasma waves and instabilities, and electromagnetic waves in plasmas. *Gabor Kalman*

#### PH 799 Readings and Research in Physics (F, S: credits by arrangement)

By arrangement *The Department*

#### PH 801 Physics Thesis Research (F: 3-S: 3)

A research problem of an original and investigative nature. By arrangement *The Department*

#### PH 802 Physics Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Research but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement *The Department*

#### PH 835 Mathematical Physics

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions.

*Not offered 1992-93* *Pradip M. Bakshi*

#### PH 847 Solid State Physics II (S: 3)

Dielectric and optical properties of solids, ferroelectrics, magnetic properties, superconductivity, topics in metallurgy and defects in solids.

*Michael Graf*

#### PH 901 Seminar: Space Physics (S: 3)

A selection of current research topics in space physics, such as: the solar wind, force free magnetic fields, wave-particle interaction, convection processes, reconnection. *Robert L. Carovillano*

#### PH 902 Seminar: Solid State Physics

A study of advanced topics in the theory of solid state. *Offered 1993-94*

#### PH 905 Seminar: Spectroscopy (S: 3)

Study of the fundamental principles of various spectroscopic techniques (NMR, EPR, absorption, luminescence, photoacoustics).

*Baldassare Di Bartolo*

#### PH 906 Seminar: Atomic and Molecular Physics

Studies of atomic and molecular structures, molecular photophysics and flash photolysis.

*Not offered 1992-93*

#### PH 907 Seminar: Plasma Physics

Plasma kinetic theory. Plasma response functions. Wave-particle interactions. Nonlinear effects. Turbulence. Radiation processes.

*Not offered 1992-93*

#### PH 908 Seminar: Dense Plasmas

Statistical mechanics of dense plasmas. Equation of state. Response functions and transport coefficients. Bound states and ionization equilibria. Metallic plasmas. *Not offered 1992-93*

#### PH 910 Seminar: Topics in Physics

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department. *Not offered 1992-93*

#### PH 914 Seminar: Topics in Space Physics

A seminar course on advanced topics in space physics. *Not offered 1992-93*

#### PH 916 Seminar: Semiconductor Physics

Basic properties of intrinsic non-degenerate and degenerate semiconductors, effects of impurity levels, excess carrier behavior, radiative and radiationless recombinations, trapping of free carriers, junctions and devices. *Not offered 1992-93*

#### PH 923 Seminar: Low Temperature Physics

Various physical phenomena which are associated with low temperatures, such as superfluidity, quantum solids, and superconductivity, will be discussed, along with measurement techniques and the production of low temperatures. *Not offered 1992-93*

#### PH 934 Electromagnetic Theory III (F: 3)

A continuation and extension of classical electromagnetism to the quantum theory of light. Topics include Planck's theory of radiation, Einstein's A and B coefficients, Kramers-Kronig relations, statistical and coherence properties of light; quantization of the radiation field, the optics of photons, theory of the laser. *Baldassare Di Bartolo*

#### PH 950 Group Theory

Basic concepts; point symmetry groups; selected applications in quantum and elementary particle theory. *Not offered 1992-93*

#### PH 970 Quantum Mechanics III

Formal theory of scattering of Dirac particles; quantum electrodynamics; S-matrix theory, generalized symmetry principles and conservation laws. *Offered 1993-94*

#### PH 975 Many Body Physics

An introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems and on modern approximation methods. Noninteracting and interacting Fermi and Bose systems; electron gas, nuclear matter, etc.; superconducting Fermi systems; response functions; many body Green function methods. *Not offered 1992-93*

#### PH 980 Elementary Particle Physics

Properties and systematics of elementary particles; scattering, decays, resonances. Symmetry principles, classification schemes; theory of strong, weak and electromagnetic interactions, field theory and recent developments.

*Not offered 1992-93*



**PH 992 Advanced Topics in Mathematical Physics**

Emphasis will be on systematic development of mathematical techniques, with wide-ranging applications to important physical problems serving to illustrate the underlying essential common features. Particular topics to be covered will depend on the interests of the audience.

*Not offered 1992-93*

**PH 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. Doctoral candidates must enroll each semester.

**Doctor of Philosophy Degree**

The program entails sixteen courses (three or four a semester), about half of which, taken in a single field, constitute a major, and about half of which, distributed over three fields, constitute minors. Study done in another department may be counted toward the major or may be substituted for one of the minors. Where appropriate, special fields of a student's devising may be offered in place of regular fields. Reading proficiency in one foreign language must be demonstrated.

Comprehensive examinations are taken at the end of the course program, after which students undertake their dissertations.

**Admissions**

Ph.D. applications must be completed by February 15.

M.A. applications are reviewed as they are completed.

**Financial Aid**

The Department has several renewable grants for entering doctoral students. They carry full tuition remission and a stipend which is partly a fellowship and partly a research or teaching assistantship. It also has a Thomas P. O'Neill Fellowship for an entering doctoral student interested in American Politics, which is either renewable or may be replaced by a regular grant.

Occasionally, the Department is able to offer some tuition aid to Master's students.

**COURSE OFFERINGS****Graduate Seminars****PO 701 Party Systems and Electoral Politics (F: 3)**

This course will present an analysis of selected aspects of the nature and functioning of American political parties and their contribution to democracy in America. Special attention will be given to parties as electoral institutions. Topics to be covered include, among others, party organization, third parties, critical election theory, electoral reform and parties in government.

*Kay L. Schlozman*

**PO 702 Field Seminar (S: 3)**

This seminar is intended to provide graduate students with a general intellectual survey of the field of American government and politics. In terms of the topics it covers, it is not unlike an introductory American government course, but its intellectual agenda is obviously different, focusing on the prominent scholarly debates, lines of inquiry, and perspectives. It is taught by all of the department's American government faculty, each of whom takes a two-week segment of the course for his or her specialty. Among the topics considered are: The Founding; The Judiciary; The Constitution and the Courts; Current Constitutional Issues; American Political Thought (20th Century); Federalism; Congress; The Bureaucracy; The Presidency; Public Policy; Changing Party Alignments; Organized Interests; Party Organization and Elections; and Social Movements.

*John Tierney*

**PO 861 The Nature of Order in International Politics (F: 3)**

This course first reviews the basic nature of war, the use of force, coercive diplomacy and power at the international level. It then focuses on the

# POLITICAL SCIENCE

**FACULTY**

**Peter S. H. Tang**, *Professor Emeritus*; A.B., National Chengchih University; A.M., Ph.D., Columbia University

**Christopher J. Bruell**, *Professor*; A.B., Cornell University; A.M., Ph.D., University of Chicago

**Robert K. Faulkner**, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

**Donald L. Hafner**, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

**Marc K. Landy**, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

**David Lowenthal**, *Professor*; A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

**Marvin C. Rintala**, *Professor*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

**Kay L. Schlozman**, *Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

**William Schneider**, *O'Neill Professor* B.A., Brandeis College; Ph.D., Harvard University

**Robert Scigliano**, *Professor*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

**Donald S. Carlisle**, *Associate Professor*; A.B., Brown University; Ph.D., Harvard University

**David A. Deese**, *Associate Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

**Dennis Hale**, *Associate Professor, Chairperson of the Department*; A.B., Oberlin College; Ph.D., City University

**David R. Manwaring**, *Associate Professor*; A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

**Susan M. Shell**, *Associate Professor*; B.A., Cornell University; Ph.D., Harvard University

**John T. Tierney**, *Associate Professor*; A.B., Johns Hopkins University; Ph.D., Harvard University

**Kenji Hayao**, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

**Duane Oldfield**, *Assistant Professor*; B.A., Reed College; M.A., Ph.D., University of California

**Robert S. Ross**, *Assistant Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

**PROGRAM DESCRIPTION**

The Department offers advanced study in American politics, comparative politics, international relations, and political philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

**Master of Arts Degree**

There are several variants in the Master's program, all requiring ten courses with at least one course taken in three of the Department's four fields. The passing of a comprehensive examination completes the program.

• **Regular M.A. program:** Two courses (three, with permission) may be taken outside the Department, and credit for two courses may be received for writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

• **Joint M.A. programs:** Students take four courses in Classics, Economics, or Law. (Other programs may be added.) A member of the outside department serves on the comprehensive examination committee.

• **Other programs:** The Department cooperates in the interdisciplinary program in American Studies, which also includes the departments of Economics, English, History, and Sociology, and in a Master of Arts in Teaching (M.A.T.) program with the School of Education.

The several Master's programs are designed for persons interested in teaching, pursuing the doctorate, and entering government or other public service. M.A. students take the same courses as doctoral students, and they may apply for transfer to the Ph.D. program during or at the end of their M.A. study.



sources of order that underlie politics among nations: domestic norms and law; balancing and bandwagoning by states; the major powers as managers; and international law and institutions. The final unit asks how the end of the Cold War and new forces in international relations are likely to affect war, the use of force, and the nature of order in the 1990s. The seminar emphasizes classic work in the field, primary materials, and individual research projects.

David A. Deese

**PO 864 America in Vietnam (F: 3)**

This course surveys American involvement in Vietnam from 1945 through 1975, with emphasis upon the war years and upon the “lessons” that Americans (Left, Right, Center; scholar, politician, military officer) have drawn from the war.

Donald L. Hafner

**PO 915 Francis Bacon and the Politics of Progress (F: 3)**

A study of Bacon’s most obviously “civil and moral” works, especially the *Essays* and the *New Atlantis*. The seminar will propound and test a thesis: these are conspiratorial writings intended to bring about the economic, technological and humanitarian nation-states, blending masses with elites, that characterize much of modern politics.

Robert K. Faulkner

**PO 931 Shakespeare’s Politics (S: 3)**

This course explores Shakespeare’s understanding of political life and its various forms as found in *Othello*, *The Merchant of Venice*, *Coriolanus*, *Julius Caesar*, *Henry V*, and *Richard III* or other plays.

David Lowenthal

**PO 941 Natural Rights (F: 3)**

A study of the meaning and the basis of the idea of natural rights in Hobbes and Locke.

David Lowenthal

**PO 955 Readings in Classical Political Philosophy (S: 3)**

We will read Plato’s *Statesmen* (and *Sophist*).

Christopher J. Bruell

**PO 957 Socratic Political Philosophy (F: 3)**

This course addresses Socrates’ critique of relativism: a study of the *Theaetetus*.

Christopher J. Bruell

**PO 962 Kant (S: 3)**

Susan Shell

The following graduate courses are offered by the Department on a recurring basis; consult the instructor for information about each course.

PO 706 The American Founding Robert Scigliano

PO 709 American Judiciary Robert Scigliano

PO 710 American Presidency Robert Scigliano

PO 718 Private Power in American Public Life

Kay L. Schlozman

PO 775 Topics in Soviet Politics Donald S. Carlisle

PO 860 On War David A. Deese

PO 907 Machiavelli’s *Prince* and *Discourses*

Robert K. Faulkner

PO 909 The Political Philosophy of Montesquieu

David Lowenthal

PO 910 Locke’s Liberalism Robert K. Faulkner

PO 911 Aristotle’s *Politics* Christopher J. Bruell

PO 920 Shakespeare and Machiavelli

David Lowenthal

PO 924 Montesquieu’s *Spirit of Laws*

David Lowenthal

PO 925 Montesquieu’s *Persian Letters*

David Lowenthal

PO 926 Machiavelli’s *Prince* and *Plays*

Robert K. Faulkner

PO 935 Shakespeare’s *Politics II* David Lowenthal

PO 937 Rousseau’s *Emile* Susan Shell

PO 944 Rousseau Susan Shell

PO 945 Heidegger Susan Shell

PO 946 Hegel Susan Shell

PO 948 Political Philosophy of Rousseau

David Lowenthal

PO 949 The Political Philosophy of Xenophon

Christopher J. Bruell

PO 953 Aristophanes and Socrates

Christopher J. Bruell

PO 954 Political Philosophy and History:

Thucydides Christopher J. Bruell

PO 956 Plato’s *Laws* Christopher J. Bruell

PO 958 *Morals in Politics: Nicomachean Ethics*

and *The Prince* Robert K. Faulkner

PO 959 Thucydides Christopher J. Bruell

PO 961 Liberalism, Conservatism, and Marxism

David Lowenthal

PO 963 German Idealism

Susan Shell

**Graduate–Undergraduate Seminars**

**PO 362 Seminar: Political Economy and Public Policy (S: 3)**

This seminar examines the contribution of a selected group of contemporary economists to debates about the purposes of public policy and the appropriate means for achieving those purposes. Specific topics to be analyzed include: economic growth; regulation of business; planning; inflation; income redistribution and the public use of private incentives.

Marc Landy

**PO 376 Seminar: Current Constitutional Issues (F: 3)**

An examination of major controversies regarding the constitutional roles of American courts. Tentative topics include judicial activism/creativity vs. “original intent” interpretivism; jurisdiction, congestion and the problem of access; the Reagan/Burger “counterrevolution” in civil liberties; the rebirth as issues of state rights and economic liberty.

David R. Manwaring

**PO 381 Seminar: Western Public Lands (F: 3)**

This seminar examines the intensifying political cultural conflict surrounding federal land management policy in the Western states. The focus is on the various actors involved in these conflicts: environmental interest groups, local and regional economic interests, recreational user groups, federal agencies (such as National Park Service and the U.S. Forest Service), various congressional committees, etc. The seminar analyzes political institutions, organizations and policies in the context of the changing political and cultural values of the American West.

John Tierney

**PO 461 Seminar: Power and Personality (S: 3)**

This seminar examines both the significance of personality in seeking, exercising, and losing power and the significance of seeking, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow

Wilson, Winston Churchill, and Adolf Hitler, and finally on student research projects.

Marvin Rintala

**PO 553 Seminar: U.S.–Japan Relations (F: 3)**

How the current crisis in the U.S.–Japan relationship is handled is likely to affect people across the globe. This course analyzes the important factors—historical, strategic, economic, and political—affecting the current relationship and then considers how the relationship can and should be handled in the future.

Kenji Hayao

**PO 556 Seminar: International Peace and War in the 1990s (S: 3)**

This seminar surveys some of the classic work on the relationship between politics and war, highlighting insights of continuing relevance in the twentieth century. The core units focus on the causes of conflict and paths to reducing the number and intensity of international wars. Selected case studies include World War I, Vietnam, the Middle East in 1967 and 1973, Afghanistan, 1980–1989; Iran–Iraq, 1981–1988; and the Iraq–U.S./Coalition War of 1991. The conclusion addresses the creation of conditions and institutions for peace and conflict management in the 1990s.

David A. Deese

**PO 563 Seminar: Chinese Foreign Policy (S: 3)**

This course is a comprehensive analysis of the People’s Republic of China’s foreign policy since 1949. It focuses on the historical, international, and domestic sources of Chinese policy toward the super powers and toward its Asian neighbors. The course also covers the instruments of Chinese foreign policy, including use of force and economic diplomacy.

Robert S. Ross

**PO 658 Seminar: Machiavelli’s *Prince* and *Plays* (S: 3)**

Robert K. Faulkner

**PO 659 Seminar: Edmund Burke and Modern Conservatism (F: 3)**

David Lowenthal

**PO 666 Seminar: Politics, Art and Literature: The Russian Experience (S: 3)**

Central attention in this seminar is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the Tsarist and Soviet periods. Major focus in the course will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature and the arts.

Some of the individuals who will be dealt with are: Rublov, Pushkin, Dostoevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamiatin, Eisenstein, Pasternak, and Solzhenitsyn.

Donald S. Carlisle

The following graduate–undergraduate courses are offered by the Department on a recurring basis; consult the instructor for information about each course.

PO 353 Seminar: Executive Politics and

Policy-making John Tierney

PO 364 Seminar: The New Deal and the

Transformation of American Politics Marc Landy

PO 366 Seminar: Problems in Congressional

Policy-making John Tierney

PO 368 Seminar: Legislative–Executive

Policy-making John Tierney



- PO 379 Seminar: Current Constitutional Issues II  
*David R. Manwaring*
- PO 462 Seminar: Parties and Party Systems  
*Marvin Rintala*
- PO 561 Seminar: Theory in International Politics  
*David A. Deese*
- PO 654 Seminar: The Political Philosophy of Hegel  
*Susan Shell*
- PO 656 Seminar: Plutarch's *Lives* *David Lowenthal*

## Undergraduate Courses Open to Graduate Students

### American Politics

#### PO 303 The Modern Presidency (F: 3)

An investigation of the development of the Presidency in the twentieth century. Special attention will be given to the manner in which the activist presidents from Franklin Roosevelt to Ronald Reagan have attempted to reconcile the role of domestic steward with that of world leader. *Note:* not open to students who have taken PO 317.

*Marc Landy*

#### PO 308 Public Administration (S: 3)

This course will be devoted to the examination of the behavior of public administrative agencies at all levels of government, with a focus on the federal bureaucracy. Among the topics covered are: theories of organization and administration; leadership; communication; budgeting; administrative law; personnel practices; public unionism. Among the major themes of this course are the following: Is there an American science of administration? What is the relationship between a country's administrative culture and its political culture? What is bureaucracy for, and where did it come from? Are the sins of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with?

*Dennis Hale*

#### PO 309 Congressional Politics and Policymaking (F: 3)

The course examines the U.S. Congress from an institutional perspective. Major points of emphasis include: the historical evolution of the Congress and its principal institutional changes; the political environment in which Members of Congress operate (focusing on congressional elections and on legislators' relations with their constituents, with executive branch officials, and with representatives of organized interests). The course also examines the institutional structures and behavioral patterns that shape the legislative process: the leadership and the parties; the organization and operation of congressional committees; floor procedures and norms; the growth and professionalization of congressional staff; and the budgetary process. Finally, the course examines different perspectives on congressional policymaking.

*John Tierney*

#### PO 310 Politics and the Administration of Justice (S: 3)

This course provides intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights.

*David R. Manwaring*

#### PO 311 Urban Politics (S: 3)

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are: the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and an assessment of political alternatives for the governing of urban areas.

*Duane Oldfield*

#### PO 319 National Security Policy (F: 3)

An analysis of basic security policy issues facing the United States in the post-Cold War world, with a focus on such contemporary issues as: the connection between military and economic security; the spread of sophisticated weaponry to more and more nations; the appropriate role of covert action and intelligence services; and the prospects of enhancing U.S. security through arms control and other cooperative international efforts. (Fulfills departmental distributional requirement in either American or International Politics.)

*Donald L. Hafner*

#### PO 320 Social Movements and American Politics (S: 3)

Social movements have played a critical role in American politics, bringing previously unheard constituencies and demands to the fore, upsetting pre-existing political arrangements, and reshaping the political landscape. This course will combine examination of particular social movements (including the Civil Rights movement, the Christian Right, and the Gay and Lesbian Rights movement) with more general theoretical analysis. Key questions to be considered include: Why do social movements arise? What factors account for their success (or failure)? How receptive is the American political system to movement influence?

*Duane Oldfield*

#### PO 321 American Constitutional Law (F: 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power and the Court's special role as protector of individual rights.

*David R. Manwaring*

#### PO 323 Tocqueville on France and America (S: 3)

*Prerequisite:* Ability to read and speak French.

This course will be conducted in French. The course will mostly take up Tocqueville's writings on the French Revolution and French politics during the first half of the 19th century and on American democracy as he found it in his travels in the United States in the 1830s. Some current readings on French and American politics will bring Tocqueville's accounts down to date.

*Robert Scigliano*

#### PO 329 American Political Ideas and Institutions (S: 3)

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

*Robert Scigliano*

#### PO 330 The Politics of Health Care Policy (S: 3)

This course examines how and why health policy issues become political issues and how federal health care policy has developed programmatically over the past thirty-five years, focusing on: biomedical research, Medicare and Medicaid, health maintenance organizations, health planning and regulation, and hospital cost containment. In our examination of each program area, we shall concern ourselves principally with the politics of congressional action, but shall also examine the role of interest groups, presidents, and executive agencies in shaping these policies.

*John Tierney*

#### PO 339 (EC 359) Economics and Politics of the Environment (S: 3)

This course examines environmental issues from the perspective of both economics and political science. A wide variety of specific environmental issues will be addressed including hazardous waste, air and water pollution control, global climate change, wilderness preservation and land use. For each issue we will analyze both the political and the economic factors that affect environmental policy formation and implementation.

*Marc Landy*

*Stephen Polasky*

#### PO 344 American Legal System (S: 3)

A comprehensive survey. Topics include: historical origins and basic philosophy; American courts and legal procedure; lawyers and the legal profession; modern comparisons (Britain and France); legal reasoning (common law precedent, statutory interpretation); some substantive manifestations (torts, contracts, property); and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.).

*David R. Manwaring*

#### PO 349 (CO 290) Politics and the Media (F: 3)

An analysis of the mass media's impact on the workings of the American Political System. Explored will be such topics as the media's interaction with political institutions, its role in campaigning, its use by office holders and politicians, its effect upon recent events in the political arena, e.g., its treatment of terrorism, violence, riots, etc.

*Marie Natoli*

### Comparative Politics

#### PO 405 Politics in Western Europe (F: 3)

A comparative analysis of political thought, action, and organization in Britain and France. Serves as an introduction to the study of comparative politics. Counts toward Core requirement.

*Marvin Rintala*

#### PO 406 Politics in Western Europe (S: 3)

A comparative analysis of political thought, action, and organization in Germany, Sweden, and Switzerland. Serves as an introduction to the study of comparative politics.

*Marvin Rintala*

#### PO 409 Soviet Politics: From Lenin to Yeltsin (F: 3)

This course will analyze the various stages in the life-cycle of the Soviet political system, from its origins in 1917 through its collapse in 1991. Throughout, special emphasis in the investigation will be placed on top leadership politics, the communist elite's changing composition, and the population's ethnic make-up. The central "main-spring" role of the communist party in sustaining



the system will be examined. Stalin and Stalinism is considered in relation to the problems of consolidating and maintaining a one-party dictatorship.

The so-called "Dilemma of the Reforming Despot" is central to the analysis of the Khrushchev and Brezhnev Eras, and patterns of reform and reaction will be treated in this fashion. Gorbachev and Yeltsin's roles in the demise of the USSR will be studied in detail; finally, the nationality problems that sealed the Soviet Union's fate will have a prominent place in our analysis system's disintegration during 1991.

*Donald S. Carlisle*

**PO 416 Introduction to Chinese Politics (S: 3)**

This course treats of the People's Republic of China after 1949. The focus is on political institutions, the policy-making process, and state-society relations. The course also includes a brief introduction to Chinese foreign policy. Not open to those who have taken PO 410. *Robert S. Ross*

**PO 417 Government and Politics of Japan (S: 3)**

This course offers an overview of contemporary Japanese politics, designed for students with a general interest in Japan as well as political science concentrators. It begins with a brief historical account, and proceeds to discussions of Japanese culture and society, electoral politics, decision-making structures and processes, and public policy issues in both domestic and foreign affairs.

*Kenji Hayao*

**PO 423 From Empires to Nations (S: 3)**

Analyses of the emergence, maintenance and decline of the major imperial systems. The bureaucratic empires of antiquity, including the Chinese and Roman enterprises, will be treated. The modern continental empires such as the Austro-Hungarian and Russian will be dealt with. Also examined will be the British and French overseas imperial experiences. Finally, contemporary problems, including Soviet and American issues and the emergent nation-states of the so-called Third World, will be discussed.

*Donald Carlisle*

**PO 441 Politics and Society in Western Europe (F: 3)**

Evaluation of the relative political significance of language, social class, generational and religious similarities and differences in Western Europe.

*Marvin Rintala*

**PO 442 The Political Institutions of Western Europe (S: 3)**

A comparison of the functions and forms of suffrage, electoral systems (single-member districts or proportional representation), parties and party systems, legislatures, executives, types of states (parliamentary or presidential, republican or monarchical) in Western Europe. The final institution considered will be the state.

*Marvin Rintala*

**International Politics**

**PO 501 International Politics (F: 3)**

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics.

*Donald L. Hafner*

**PO 504 International Politics of Europe (S: 3)**

An analysis of the main currents of international relations among European nations in recent decades, focusing particularly on the rise of Europe as a major international actor and the problems of building a new European community following the demise of the Soviet Union.

*Donald L. Hafner*

**PO 506 Soviet Foreign Policy (S: 3)**

In this course Soviet international behavior will be treated in terms of three sectors: 1) policy toward the West, 2) policy regarding non-Communist underdeveloped countries; 3) policy toward other Communist states and non-ruling Communist parties. Topics such as the Comintern, "Socialism in One Country", the Soviet Bloc, the Cold War, Peaceful Coexistence, and Polycentrism, as well as other contemporary international problems will be considered.

*Donald S. Carlisle*

**PO 514 Great and Local Powers in East Asia (F: 3)**

Introduction to international relations of East Asia since World War II, with a focus on the diplomacy of Japan, China, and other powers and the emergence and resolution of regional conflicts, including the Korean and Vietnam wars.

*Robert S. Ross*

**PO 516 American Foreign Policy (S: 3)**

This course will examine the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic political as well as the intellectual foundations of American international behavior will be studied.

*Donald L. Hafner*

**PO 520 (EC 396) (RL 300) The European Experience (Summer: 3)**

Summer Study Program in Louvain, Belgium.

This interdisciplinary course is taught by Professors David Deese, Political Science, Jeffrey Howe, Fine Arts, Frank Murphy, History, Robert Murphy, Economics, and a wide range of officials from the European Community and professors from the University of Louvain. The thematic focus is the European Community's single internal market planned for 1992. Students live and attend classes at the Irish Institute of European Affairs in Louvain, which is a 20-minute train ride northeast of Brussels, Belgium.

An introductory unit maps the historical and cultural roots of the European Community. The second unit reviews the economics of integration and the process of forging a single monetary system in the Community. A third section analyzes the political roots and motivations of the Community, the institutions and legal process, and likely dimensions of future integration, including the common foreign policy and the entrance of new member states. The final unit surveys selected art and architecture of Belgium and Europe, including guided tours of museums, churches, and other art and architectural treasures in the towns and cities of Belgium and its surroundings. Classes in various European languages are also offered and encouraged.

*David A. Deese*

**PO 525 Introduction to International Political Economy (F: 3)**

Reviews the three contending classical approaches to the study of international political economy;

liberalism, Marxism and mercantilism. Focuses on international trade, finance and the multinational corporation, and the underlying theory of international regimes. Extends the examination to the specific issues involved in East-West and North-South relations. Demonstrates and integrates the key theory and trends from the course through applied analysis of the continuing oil crisis and evolution in world energy markets.

*David A. Deese*

**PO 526 International and Comparative Political Economy II (S: 3)**

Offers students with prior coursework in international politics or political economy the opportunity to explore broad theoretical questions in international political economy. Applies emerging theory and modern history to the questions of America's international position in the late twentieth century. Explores possible patterns in the rise and decline of empires and preeminent nations; lessons from periods of British preponderance; extent of current U.S. decline and implications for peaceful change and war in the international system. Not open to those who have taken PO 538.

*David A. Deese*

**Political Theory**

**PO 606 Foundations of Modern Political Philosophy (F: 3)**

An introductory consideration of a few seminal views. The course will glance at the post-modernist critique of modern life, by Foucault and Heidegger, and then reconsider the stages in the development of modern thought articulated by Nietzsche, Kant, and Machiavelli.

*Robert K. Faulkner*

**PO 608 Introduction to Political Philosophy (S: 3)**

Can one know what is good and what is the best political order? A careful consideration of a few leading inquiries, especially in shorter writings of Plato, Machiavelli, and recent political thinkers.

*Robert K. Faulkner*

**PO 619 Fundamentals of Classical Political Philosophy (F: 3)**

The course will provide a comparison of ancient and modern politics; readings from Plato's *Laws*, Montesquieu's *Spirit of the Laws*, and Mark Twain's *A Connecticut Yankee in King Arthur's Court*. With the collapse of communism, we need another reference point for understanding the essential features of our politics. This reference point is supplied by the ancient politics which our modern politics replaced.

*Christopher J. Bruell*

**PO 627 Shakespeare's Political Wisdom I (F: 3)**

Four of Shakespeare's best-known plays studied to discover his understanding of political life.

*David Lowenthal*

**PO 628 Shakespeare's Political Wisdom II (S: 3)**

Four other Shakespearean plays studied with care. This course can be taken independently of PO 627.

*David Lowenthal*

**PO 631 Ethics and Politics (S: 3)**

What's good and what good is it in politics? A consideration of the shape and possibility of a just political order and of whether it can adequately encompass what is good. Readings and discussion will touch contemporary proposals and discuss a very few major alternatives selected from novel-



ists, playwrights, and philosophers such as Nathaniel Hawthorne, Edward Bellamy, Francis Bacon, Swift, Shakespeare, Aristotle, Plato, Locke, Nietzsche, and Mill. *Robert K. Faulkner*

**PO 641 Models of Political Phenomena (F: 3)**

This course provides an introduction to thinking analytically about human behavior by exposing students to various styles of constructing and testing models of political phenomena. It looks at a number of the intellectual tools that have been used to represent political and social processes. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination. *Kenji Hayao*

**PO 644 Individual and Community (F: 3)**

An introduction to various ways in which the relation between the individual and the larger political order has been conceived. Readings to include both classical and more recent works of philosophy and literature. *Susan Shell*

**PO 645 Kant's Political Thought (S: 3)**

A study of the political philosophy of Kant and its bearing on American political thought and practice. Part of the course will be devoted to various recent attempts to reconceive and/or revive American liberalism along Kantian lines. *Susan Shell*

The following undergraduate courses open to graduate students are offered by the Department on a recurring basis; consult the instructor for information about each course.

- PO 302 American National Government  
*Robert Scigliano*
- PO 306 Parties and Elections in America  
*Kay L. Schlozman*
- PO 312 Women in Politics  
*Kay L. Schlozman*
- PO 316 Topics in American Politics: The President, Congress and the War Power  
*Robert Scigliano*
- PO 317 American Presidency  
*Robert Scigliano*
- PO 332 "The Great Rights": The First Amendment and American Democracy  
*David R. Manwaring*
- PO 334 Politics of Environment  
*Marc Landy*
- PO 336 Pressure Groups: Organized Interests in American Democracy  
*Kay L. Schlozman*
- PO 337 Judicial Process  
*Robert Scigliano*
- PO 340 Public Policy  
*Marc Landy*
- PO 341 20th-Century American Political Thought  
*Dennis Hale*
- PO 343 Politics and Inequality  
*Kay L. Schlozman*
- PO 347 Administrative Politics and Policymaking  
*John Tierney*
- PO 348 Representation/Citizenship  
*Robert Scigliano*
- PO 422 Crisis Politics: Violence, Revolution and War  
*Donald S. Carlisle*
- PO 601 Introduction to History of Political Philosophy  
*Susan Shell*
- PO 604 Problems of Liberal Society  
*David Lowenthal*
- PO 607 Democracy: Kinds, Promise, Problems  
*Robert K. Faulkner*
- PO 609 American Political Thought  
*Robert K. Faulkner*
- PO 612 Political Philosophy of Plato  
*Christopher J. Bruell*

- PO 613 Marx  
*Susan Shell*
- PO 614 Rousseau  
*Susan Shell*
- PO 615 Socrates and Athens  
*Christopher J. Bruell*
- PO 616 Modern Political Theory  
*Susan Shell*
- PO 619 Fundamentals of Classical Political Philosophy  
*Christopher J. Bruell*
- PO 621 Topics in Classical Political Philosophy  
*Christopher J. Bruell*
- PO 623 Politics and Education  
*David Lowenthal*
- PO 624 Political Thought of Abraham Lincoln  
*David Lowenthal*
- PO 632 The Philosophy of American Democracy  
*David Lowenthal*
- PO 634 Contemporary Political Theory  
*Susan Shell*
- PO 636 Political Philosophy of Abraham Lincoln  
*David Lowenthal*
- PO 638 Political Idealism  
*Susan Shell*
- PO 639 DeTocqueville's *Democracy in America*  
*David Lowenthal*
- PO 643 Edmund Burke and Modern Conservatism  
*David Lowenthal*

**Special Graduate Courses**

**PO 799 Reading and Research (F, S: 3)**

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

By arrangement *The Department*

**PO 801 Thesis Seminar (F, S: 3)**

By arrangement *The Department*

**PO 802 Thesis Direction (F, S: 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement *The Department*

**PO 888 Master's Interim Study**

*The Department*

**PO 998 Doctoral Comprehensive**

*The Department*

**PO 999 Doctoral Continuation**

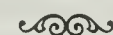
All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. *The Department*

# PSYCHOLOGY

**FACULTY**

- Marc A. Fried**, *Professor Emeritus*; B.S., City College of New York; Ph.D., Harvard University
- Murray Horwitz**, *Professor Emeritus*; B.S.S., City College of New York; Ph.D., University of Michigan
- Ali Banuazizi**, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University
- Randolph Easton**, *Professor, Chairperson of the Department*; B.S., University of Washington; A.M., Ph.D., University of New Hampshire
- Marianne LaFrance**, *Professor*; A.B., University of Windsor; A.M., Ph.D., Boston University
- G. Ramsay Liem**, *Professor*; A.B., Haverford College; Ph.D., University of Rochester
- Michael Numan**, *Professor*; B.S., Brooklyn College; Ph.D., University of Chicago
- William Ryan**, *Professor*; A.B., Ph.D., Boston University
- Ellen Winner**, *Professor*; A.B., Radcliffe College; Ph.D., Harvard University
- Daniel J. Baer**, *Associate Professor*; A.B., LaSalle College; A.M., Ph.D., Fordham University
- Norman H. Berkowitz**, *Associate Professor*; A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University
- Hiram H. Brownell**, *Associate Professor*; A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

- Donnah Canavan**, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University
- Peter Gray**, *Associate Professor*; A.B., Columbia University; Ph.D., Rockefeller University
- Michael Moore**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University
- Karen Schneider-Rosen**, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University
- M. Jeanne Sholl**, *Associate Professor*; B.S., Bucknell University; M.S., Idaho State University; A.M., Ph.D., Johns Hopkins University
- Joseph J. Tecce**, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., Catholic University of America
- Gilda A. Morelli**, *Assistant Professor*; B.S.C., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst
- Nadim Rouhana**, *Assistant Professor*; B.A., University of Haifa; M.A., University of Western Australia; Ph.D., Wayne State University
- Kavitha Srinivas**, *Assistant Professor*; B.A., Bangalore University; M.S., Purdue University; Ph.D., Rice University



**PROGRAM DESCRIPTION**

The Ph.D. Program in Psychology at Boston College is designed to enable students to pursue full-time advanced study and research on social



issues and cognitive processes from an ecological perspective. Students are admitted whose interests fall within one of the Program's four main concentrations (biological, cognition/perception, developmental, and social), are consistent with the Program's ecological perspective, and who have demonstrated adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. The Program is designed both for students who seek employment in nonacademic settings, such as government agencies or industry, and for those who wish to pursue academic careers. The aim of the faculty is to provide an intellectual environment that allows students to pursue their educational and research objectives to the fullest extent. In part this is accomplished by maintaining a very low ratio of students to faculty: The number of students admitted each year is deliberately kept small enough to maintain a favorable student-to-faculty ratio of about 1 to 1. As a consequence, it is possible for each student to work with a small group of faculty members to develop his or her own educational curriculum.

### The Ecological Perspective

While faculty and students in the Program are involved in a wide range of individual research pursuits (described later), they share a commitment to an "ecological perspective," which cuts across the various research specialties. What this means is that the members of the Program place more than the usual emphasis on the real-life contexts of the issues and processes that they study. In planning and carrying out research on any psychological process, no matter how narrowly or broadly the process is defined, the ecological perspective encourages the researcher to be continuously concerned with the contexts in which the process normally operates in people's lives.

This does not mean that the Program is concerned only with applied research. Indeed, it is a tenet of the ecological perspective that even the most basic research in psychology profits from a continuing awareness of the real-life contexts in which human behavior and experience take place, and, conversely, even the most applied research profits from a continuing awareness of basic research findings and theory.

### The Four Concentrations

The research specialties of the faculty and students in the Program fall into four broad categories.\*

#### Concentration in Biopsychology

The main focus of the Biopsychology concentration is in the area of behavioral neuroscience. Research is aimed at uncovering neural circuits that are involved in the regulation of behavior. This neural circuitry analysis includes uncovering both the anatomy and the neurochemistry of the relevant neural substrates, and examining the effects of experience and endocrine factors on such circuits. Particular research areas include: 1) neural and endocrine regulation of parental behavior in rodents; 2) neural and endocrine regulation of sexual behavior in rodents; 3) brain dopamine systems and behavioral activation; 4) the interactions between stress, adrenal hormones, hippocampal function, and memory. A

wide range of modern research techniques is used to analyze these problems, including: immunocytochemistry; neural tract tracing; computerized image analysis of brain systems; electrochemical detection of neurotransmitter release in the brains of behaving animals; *in vitro* study of primary cultures of dispersed neurons.

#### Concentration in Cognition and Perception

Faculty in the cognition and perception concentration are studying mental processes, their development, and their application to a variety of common human settings and problems. Areas of study include basic processes of perceptual organization with application to intersensory substitution in the visually handicapped; cognitive processes in reading with application to reading disorders; individual learning styles with application to development of educational settings; the human sense of direction with application to mapping and navigational problems; neuropsychological studies of attention with application to attentional changes in aging and in disorders such as Alzheimer's disease; the neuropsychology of language discourse and narrative; and the development of cognitive, linguistic and aesthetic abilities in children.

#### Concentration in Developmental Psychology

Faculty in the developmental concentration are studying social, emotional, and cognitive processes as they are embedded within a familial and socio-cultural context. Currently, faculty are exploring issues related to attachment during infancy and early childhood, the development of self-knowledge in infancy, childhood, and adolescence, the development of artistic abilities, skills, theory of mind, the role of cultural context in children's development of skills and abilities, the influence of caregiving on sibling and peer relationships, and the role of play in the development of interests and cognitive abilities. Research includes the study of children from Western and non-Western communities.

#### Concentration in Social Issues and Processes

Faculty and students in the social concentration are involved in a broad spectrum of studies, ranging from basic aspects of human interaction and communication, at one end, to studies of cultural practices and social institutions that link the individual to the larger community, at the other. Most of the faculty involved in this concentration are attempting to develop and improve basic psychological theory through work in real-world settings. Some are involved directly in studies of community issues and problems. Included among these are studies of the psychological consequences of social stratification, of minority status, of ethnicity, of employment or unemployment, and of type of education. Other work at the community level includes studies of democratic values and ideals in relation to institutions such as schools, cross-cultural investigations of cognitive and emotional development and psychopathology, and the impact of gender. At a more individual level of analysis are studies of the origins and resolution of conflict between individuals in families and other groups; studies of the psychological and interpersonal consequences of child maltreatment; studies of the psychological and social origins of self-esteem; and studies of human communication, both verbal and nonverbal.

In both the Cognition and Social concentrations, the relation between basic and applied research is a reciprocal one—the knowledge gained from observing the human problem, or the setting in which a behavior normally occurs, contributes to the development of basic understanding of the mental process, which in turn contributes to potential application.

**\*Specific faculty research interests are available from the Department upon request.**

### The Program Structure

The Ph.D. Program has a flexible and mainly tutorial structure. The assumption is that each student has a different set of interests and educational objectives, and comes with a unique background of previous learning. Upon entry into the Program, the student is assigned a major advisor and with that person, selects two other faculty members as adjunct advisors. These three faculty members constitute the student's advisory committee, who work with the student to help design a specific program of studies, including coursework within and outside the Psychology Department, research apprenticeships, fieldwork, and, most important, independent research leading to the doctoral dissertation. While the content of each student's work is different, there are certain common elements to the work of all students in the Program, as described in the following paragraphs.

#### Courses and Research Workshops

The only required courses in the Program are 1) a two-semester research methods and statistics course dealing with both experimental and nonexperimental methodology and data analysis; and 2) a two-semester Proseminar in Psychological Theory, with an emphasis on the ecological perspective. Both of these courses are taken during the student's first year in the Program. Other courses are selected by the student, with his or her advisory committee, to be consistent with the student's research and professional objectives. It is expected that students' educational needs will often carry them across traditional disciplinary boundaries, so that taking courses in other departments in the University will be quite common. Credits can be earned through such means as tutorials, research workshops, and independent research, as well as through formal courses.

Starting in their first year, students will participate in a research workshop within the student's area of research interest. These workshops are coordinated by the faculty and advanced graduate students in the Program and are intended to provide a continuing source of support, collaboration, intellectual stimulation, and criticism for the students and faculty involved in the various concentrations. While the primary responsibility for supervising the student's work lies with the major advisor, students are expected to continue to attend and contribute to the research workshop for the entire duration of their study in the Program. Students are also expected to take part, with the faculty, in department-wide educational activities such as colloquia and general research discussion meetings.

#### Fieldwork

Students are encouraged to confront the psychological and social processes that they are study-



ing as they occur in settings other than the Boston College Psychology Department. Toward this end, all students are required to spend one full semester or its equivalent in a field setting that would provide them with an alternative view of the processes that they are studying, and would also provide them with first-hand knowledge of the opportunities, problems, and constraints associated with field research generally.

#### Independent Research and Dissertation

The *sine qua non* for achieving the Ph.D. degree is the proven ability to design and conduct independent scholarly research, to communicate that research in clear and concise prose in a doctoral dissertation, and to defend the research as a mature scholar in oral exchange with the faculty. It is the dissertation research that provides a significant focus around which many other aspects of the student's graduate education revolve. Students are expected not only to acquire the very specific skills and knowledge needed to carry out their dissertation research, but are also expected to acquire the broader knowledge needed to embed their research in an appropriate scholarly context. Students should have some idea of the kind of research they wish to conduct when they first apply to the Program, and during their first year, all students should be directly involved in research. After demonstrating research competency by the end of their second year, students move on to develop a dissertation proposal. The culmination of this work, scheduled to occur in the fourth year, is an oral defense of the dissertation to the Program.

#### The Kind of Student Sought

The Program is ideally suited for students who have already developed intellectual and professional concerns that they hope to pursue more fully and in greater depth, and who have already developed sufficient scholarly and personal maturity to begin individual work without a great deal of structured course experience. Because of the Program's emphasis upon tutorial relations to the faculty, it cannot meet the needs of otherwise qualified students whose specific interests are not reasonably compatible with those of at least one member of the faculty. The emphasis upon real-world application and fieldwork, combined with basic research and theory, makes the Program appropriate for students who seek eventual employment in either academic or nonacademic settings.

The Program welcomes students who may have spent considerable time outside of academic settings, as well as students who are recent recipients of the bachelor's degree. While most candidates will have majored in psychology as undergraduates, students who majored in other fields are also invited to apply. The Program actively seeks out applications from minority students.

#### Financial Support

Students admitted to the Program are eligible for an annual stipend of \$9,450 plus credit for full tuition remission for four years of graduate study. The stipend normally takes the form of research and teaching assistantships during the first two years of study and a teaching fellowship during the third and fourth years. These research and teaching activities are usually selected so as to be con-

sistent with the student's own educational objectives. Students receiving this financial support are expected to devote full time to their graduate work. In occasional cases of special need, students may accept additional part-time employment, either inside or outside the University, if it can be shown that such employment will not interfere with satisfactory completion of work to the Ph.D. within the four-year period.

#### Application to the Program

To apply for the Ph.D. Program you should submit the following items to the Admissions Office, Graduate School of Arts and Sciences, Boston College, Chestnut Hill, MA 02167.

- Application form A1, with application fee.
- Application Form 2.
- Abstract of courses.
- Official college transcripts.
- At least two letters of reference from people who are knowledgeable about your potential for research and scholarship. These should be sent directly by those who write them.
- Scores from the Graduate Record Examinations and the Miller Analogy Tests.
- A short (two to three pages, maximum) statement of your interests as they relate to the Ph.D. Program. This statement should include your reasons for undertaking graduate education, and give some indication of the psychological processes or issues that you are most interested in studying.

**Note:** Applications are accepted for fall-term admission, only. The deadline for application is February 1.

### COURSE OFFERINGS

#### Doctoral Program

##### PS 606 Experimental Design and Statistics (F: 3)

*Prerequisite:* An undergraduate course in statistics  
This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques will be emphasized which assess the main and interactive effects of multiple independent variables on single dependent variables.

*Randolph D. Easton*

##### PS 608 Multivariate Statistics (S: 3)

*Prerequisite:* An introductory course in statistics  
This course provides a conceptual and practical introduction to multivariate statistics. Algebraic demonstrations are used to illustrate the inner workings of procedures, but otherwise the course content is not very mathematical, *i.e.*, there are no discussions based on matrix algebra or calculus. The major focus is on multiple correlation and regression. Other procedures, which are covered in less detail as time permits, include principal components and factor analysis, clustering analysis, and multidimensional scaling. Analyses performed using statistical packages are discussed in detail. Also addressed are general research issues such as research design, the logic of hypothesis testing, and the role of statistics in psychology as a discipline.

*Hiram Brownell*

##### PS 612 Social Cognition (S: 3)

*Prerequisite:* Consent of instructor

This course will focus on recent advances in the area of social cognition with special consid-

eration of such topics as attribution theory, perceived control, social schemata, and ordinary explanations of social behavior. The course will provide a critical overview of the theories and methods in social cognition as well as application to such areas as victimization, prejudice, and coping.

*Mariaune LaFrance*

##### PS 615 Advanced Seminar: Social and Emotional (S: 3)

*Prerequisite:* Developmental Psychology

In this seminar, we will explore qualitative changes that occur in social and emotional functioning from birth through adolescence. We will examine normative trends and individual differences in the development of attachment relationships, peer relations, self-control, aggression, sex-typed behaviors, empathy and prosocial behavior, and morality. Contemporary issues such as the effects of day care, dual-career couples, divorce and single parenthood will be discussed. We will consider the social context within which children live and grow and explore the role of mothers and fathers, siblings, peers, and schools in the developmental process.

*Karen Rosen*

##### PS 621 History and Theories of Psychology (F: 3)

*Prerequisite:* Consent of instructor

Survey of the philosophical roots and development of psychological thought from the Grecian and Medieval periods to the present. Emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists to the evolution of psychological theory. Review of major developments in nineteenth-century physiology, Darwin's evolutionary theory and its consequences for psychology, and the emergence of psychology as an independent discipline in Germany and the United States. The rise and demise of the major systematic positions in psychology—Structuralism, Functionalism, Gestalt, Behaviorism and Psychoanalysis. Overview of current theoretical developments and controversies in psychology.

*Ali Banuazizi*

##### PS 639 Seminar in Developmental Psychopathology (F: 3)

*Prerequisites:* Developmental Psychology and Abnormal Psychology

Developmental psychopathologists view psychological disturbances in terms of deviations from normal patterns of social, emotional, and cognitive development. An exploration of the origins, nature and course of psychological disorders at various ages will be made. Theoretical, empirical, and clinical issues in the area of developmental psychology will be discussed. An underlying theme that we will develop is that there is a reciprocal relationship between normal and atypical patterns of development. Our understanding of pathology can be informed by knowledge of what is "normal"; alternatively, we can gain greater insight into normal processes of development and the roots of competence, adaptation, and invulnerability by illuminating the causes and developmental consequences of psychopathology.

*Karen Rosen*

##### PS 644 Seminar in Memory (S: 3)

*Prerequisite:* PS 147

This seminar will focus on issues that are important to our understanding of episodic and se-



mantic memory. The issues that will be covered will include encoding and retrieval processes in memory, the study of interesting lapses of memory such as the tip-of-the-tongue phenomenon, the study of how bilinguals and multilinguals represent information in the two languages, the failure of memory in brain-damaged populations, and the link between memory for events and the perception of events.

*Kavitha Srinivas*

**PS 645 Cultural Context of Child Development (S: 3)**

*Prerequisite:* PS 136

The course examines the developing child from a cultural perspective. Topics related to the role sociocultural features play in arranging the daily lives of children, and how children appropriate the skills and competencies needed to be functioning members of their community will be examined. The perspective guiding the selection of reading materials is that knowledge emerges by active participation in day-to-day routines of the community. Topics for discussion include parenting and parental beliefs, gender-role, sibling and peer relationships, psycholinguistics, everyday cognition, and education and the transmission of knowledge. PS 145 is strongly recommended.

*Gilda A. Morelli*

**PS 650 Advanced Physiological Psychology (S: 3)**

*Prerequisite:* PS 150 or its equivalent, or PS 273/BI 481, or consent of instructor

The first half of this course will be taught in a lecture format, and the second half will be organized as a seminar. The lectures will focus on the neuroscience of reproduction and advanced readings will be assigned. Topics will include the neural and endocrine bases of seasonal breeding, male and female sexual behavior, parental behavior, and sexual differentiation. For the second half of the course, each student will present one or two lectures to the class on a topic of his or her choice within the general area of behavioral neuroscience. These oral presentations will be based on independent library research. A final term paper, based on these readings, will also be required.

*Michael Numan*

**PS 651 Issues in Cognitive Development (S: 3)**

*Prerequisite:* Consent of the instructor

This seminar explores the major theoretical accounts of cognitive development: Piagetian theory, the neo-Piagetians, information processing accounts, nativism, and the Soviet school of thought (Luria, Vygotsky).

*Ellen Winner*

**PS 656 Social Psychology of Conflict (S: 3)**

*Prerequisite:* For graduate students: none; for undergraduates: consent of the instructor

Social psychological theories of the origins, development, intensification, and resolution of conflict at the personal, interpersonal, and intergroup levels will be examined. Concepts of social identity, life space, group membership potency, group boundaries, attribution, and cognitive schema will be employed extensively in these analyses. Potential effects of conflict at one level on the manifestation of conflict at other levels will be explored. Application to current interpersonal, organizational, and societal conflicts will be encouraged. The course will employ both lectures

by the instructor and student presentations to the class on selected topics.

*Norman Berkowitz*

**PS 662 Health Psychology (F: 3)**

*Prerequisite:* PS 073, PS 062, BI 110-112, BI 200-202, or permission of the instructor.

The role of psychological and biological factors in the cause, treatment, and prevention of biomedical disorders is discussed in the context of clinical and basic research. A relaxation method is practiced in class. Seminar format.

*Joseph J. Tecce*

**PS 676 Self, Ethnic Identity, and Asian American History (S: 3)**

*Prerequisite:* Permission of the instructor

This course is designed to explore Asian American history from the perspective of identity formation among Asian Americans. Asian traditions and culture along with the historical experiences of Asians in America will be examined in conjunction with the psychological literatures on self and ethnic identity. As a second historical source, students will conduct oral histories with family members, ideally intergenerationally. Participants will also have an opportunity to learn first hand about contemporary issues facing Asian American communities in the Boston area. The course will be conducted in a seminar format in which students play an active role in facilitating discussion. In addition to a term paper, students will be invited to design a class project reflecting their collective understanding of self, ethnicity, and history. Enrollment will be limited to 15.

*Ramsay Liem*

**PS 703-704 Research Workshops (F: 3-S: 3)**

Workshops are designed primarily to permit an exchange of research and theoretical interests of faculty and students. All participants share in the presentation and discussion of their work. In addition, recent developments in the literature of mutual interests will be reviewed and critiqued.

*The Department*

**PS 707-708-709 Fieldwork Seminar (F: 3-S: 3; Summer: 3)**

In this course, students work in human service, educational or business settings to gain exposure to the issues and problems faced by practitioners within the student's area of research interest. Arrangements for fieldwork are made between the student and his or her major advisor.

*The Department*

**PS 770-771 Proseminar: Psychological Theories and Systems (F: 3-S: 3)**

This is a core proseminar for the graduate program which reviews the basic conceptual, propositional, and empirical foundations of classic and contemporary psychological theories, with emphasis on an ecological perspective.

*Peter Gray*

**Two Summer Human Interaction Institutes:**

**PS 824 Resolving Conflict: Interpersonal and Intergroup**

*Graduate Prerequisite:* None

This workshop offers theory and practice in dealing with the conflicts that arise in social interaction between individuals or groups. Topics include the processes leading to constructive versus destructive conflicts, the role of attributions in generating relational conflicts, methods for

preventing or de-escalating interpersonal and intergroup conflict, including third-party interventions. This experience-based workshop combines lectures and exercises in a design that enables participants to make individualized applications in areas of interest to them.

Workshop conducted on two consecutive weekends, May 29-31 and June 5-7. For further information, contact the Boston College Summer Session, 314 Fulton Hall.

*Norman Berkowitz*

**PS 825 The Social Self: Group Influences on Personal Identity**

*Graduate Prerequisite:* None

The subject of this workshop is how membership in the distinctive societal groupings—defined by ethnicity, race, sex, age, religion, social class, ideology—affects the way individuals perceive themselves and deal with others. The workshop looks at intergroup relations and the psychology of the social self to aid in understanding personal identities in a heterogeneous society. Participants examine their own life histories, socio-identities, and social relationships in a guided process of self inquiry. Workshop conducted on two consecutive weekends, June 12-14 and June 26-28. For further information, contact the Boston College Summer Session, 314 Fulton Hall.

*Donnah Canavan*

The following courses are offered by the Department on a periodic basis:

PS 609 Clinical Psychology

PS 611 Seminar: Spatial Cognition

PS 622 Democratic Values in Education and Child-Raising

PS 632 Seminar: Piaget and Cognitive Development

PS 633 Dynamics of Stress and Adaptation

PS 637 Child Development

PS 643 Seminar in Perception

PS 648 Cognitive Neuropsychology

PS 669 Childrearing and Education: A Psychobiological Perspective

PS 671 Psychobiology of Reproduction

PS 677 Psychology and Social Change

PS 758 Social Inequality and Social Policy



# INSTITUTE OF RELIGIOUS EDUCATION AND PASTORAL MINISTRY

## FACULTY

**Robert P. Imbelli**, *Director, and Associate Professor of Theology*

**Maureen R. O'Brien**, *Assistant Director for Academic Affairs*

**Sandra A. Hurley**, *Assistant Director for Administration*

**Carol A. Regan, S.U.S.C.**, *Sabbatical Program Coordinator*

**Thomas H. Groome**, *Professor of Theology and Religious Education*

**Mary C. Boys, S.N.J.M.**, *Associate Professor of Theology and Religious Education*

**Claire E. Lowery**, *Adjunct Associate Professor of Pastoral Ministry and Field Education Program Coordinator*

**Elizabeth H. Galbraith, r.c.**, *Lecturer, Spirituality*



## PROGRAM DESCRIPTION

The Institute of Religious Education and Pastoral Ministry at Boston College is one of the largest graduate facilities in North America dedicated primarily to educating women and men for academic and professional competence in religious education and pastoral ministry. The Institute offers the combined resources of the Theology Department, the School of Education, and its own core Religious Education and Pastoral Ministry faculty, plus the opportunity to cross-register for courses in any of the nine different theological schools in the Boston area which form the Boston Theological Institute. The various programs of the Institute aim at the integration of theological reflection, personal experience, and practical ministerial skills. The Institute offers a Master of Education in Religious Education (M.Ed.), a Master of Arts in Pastoral Ministry (M.A.), a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Doctorate in Religion and Education (Ph.D.).

### Master of Education in Religious Education (M.Ed.)

Candidates for the Master's degree in Religious Education study a core curriculum which enables them to integrate critically theological, biblical, and ethical studies with the perspectives and insights of contemporary educational theory and practice and with the social sciences. The core distribution includes courses in theory, history and practice of religious education, systematic theology, biblical studies, and the psychology and sociology of religion.

For students who enter the program with little or no prior experience in the practice of religious education, but even for experienced students who want to extend and diversify their practical skills in the field, Field Education and Supervised Practicums are available in a broad range of parishes, public and parochial high schools and elementary schools.

The M.Ed. in Religious Education normally requires 36 credit hours of course work for academic year students and 30 credit hours for summer students. Written and oral comprehensive examinations are required. Occasionally, students with deficiencies in their academic backgrounds may be required to complete course work in excess of these minimum requirements.

### Master of Arts in Pastoral Ministry (M.A.)

Candidates for the M.A. in Pastoral Ministry follow a core curriculum which includes courses in systematic theology, biblical studies, religious education, and courses related to the student's particular ministerial concentration. These concentrations are:

- Pastoral Care and Counseling
- Social Justice/Social Ministry
- Liturgy and Worship
- Religious Education
- Leadership/Church Management
- Spirituality and Ministry
- Hispanic Ministry
- Joint M.A./M.S.W. in Social Work

The last three programs are described in more detail below.

A special aspect of the M.A. program is a required Field Education program that combines field placement and a Supervised Practicum during the academic year or one six-week summer session. In addition, the Integrative Colloquium is required for all M.A. students.

For the M.A. in Pastoral Ministry, 36 to 39 credit hours are ordinarily required for academic year students and 30 credit hours for summer students. Written and oral comprehensive examinations are required. Occasionally, students with deficiencies in their academic background may be required to complete course work in excess of these minimum requirements.

### Spirituality and Ministry Concentration

The Spirituality and Ministry concentration within the Master's Program in Pastoral Ministry combines the following elements: theological and biblical studies; courses in the foundations, history and contemporary study of spirituality; field education placement in one of the spiritual life centers in the Boston area; a weekly practicum in contemporary spirituality and spiritual direction with the staff of the Center for Religious Development in Cambridge, Mass.; and the integrative colloquium required of all M.A. students.

The purpose of the concentration is to help pastoral ministers become more familiar with the dynamics of spiritual growth and more skillful in the ministry of spiritual enablement within their respective parishes, schools, or communities.

*This program has a limited enrollment, and the application deadline for September study is March 1.*

### Hispanic Ministry Concentration: A Joint Program with the Mexican American Cultural Center (MACC)

This program is conducted jointly with the Mexican American Cultural Center in San Antonio, Texas. It is designed to provide the theological, cultural and ministerial preparation most relevant for both Hispanic and non-Hispanic persons engaged in ministry to the Spanish-speaking community in the United States. Half the course work, including the ministerial practicum, takes place at the Mexican American Cultural Center in San Antonio. The other half of the course work is done at Boston College either during the academic year or during the summer.

This program requires bilingual competency or the willingness to achieve basic competency in Spanish while studying for the degree.

### Joint Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.)

This program enables students to study concurrently for the M.A. degree in Pastoral Ministry and the M.S.W. in Social Work. The combined curriculum integrates the academic study of theology and social work with two supervised Field Education placements. Students enrolled full time may expect to receive the two degrees in approximately three years (length of time may vary if students take summer courses in Pastoral Ministry).

Prospective students must apply to both the Institute and the Graduate School of Social Work. Please see the description of this program under the Social Work section in this Catalog.

### Certificate of Advanced Educational Specialization (C.A.E.S.)

Students who hold a Master's degree in theology, divinity, religious education or a closely related field, and who have at least three years of professional experience in ministry, may apply for a program leading to the Certificate of Advanced Educational Specialization (C.A.E.S.).

The program enables persons with particular goals to pursue their specialized interests. It is also valuable for those who wish to broaden their religious, educational and theological background.

Programs are tailored to meet individual needs. Minimum core requirements are determined on a case-by-case basis after evaluation of the student's academic background. Religious education courses are required. C.A.E.S. students prepare a project on a subject of specialized ministerial or educational concern. The project serves as the basis for the written and oral examinations that are required of all students. Credit requirements for the C.A.E.S. are the same as those ordinarily required for the M.Ed.: 36 credit hours for academic year students and 30 credit hours for summer school students only.

### Sabbatical Renewal in Ministry Program

This is a program designed for the mature church minister who needs to "come away for awhile". Participants renew themselves academically, spiritually and physically by auditing courses that meet



their own interests and needs. In addition, they participate in a variety of activities that are directed toward the renewal of the whole person. These include workshops on topics of interest to the experienced minister, such as a bi-weekly colloquium and transition in ministry workshops; opportunities for spiritual direction and counseling; and cultural, historical and artistic opportunities provided in the greater Boston area.

The Boston College sabbatical program is unique in that it offers the resources of the entire University to the participant. These include the Recreation Complex, courses outside the theological disciplines, and university lectures, concerts and plays.

The sabbatical program has limited enrollment. *Application deadline is May 1 for the nine-month program and the first semester only. Application deadline is October 1 for the second semester only program.* International applicants should allow more time for completing the application process.

### **Interdisciplinary Doctorate in Religion and Education (Ph.D.)**

The Institute coordinates the program of Doctoral Studies in Religion and Education offered by the Theology Department and the Graduate School of Education. Students with an appropriate Master's degree (e.g., in theology, religious studies, or religious education) are normally required to complete 50 hours of coursework. In addition, doctoral students are expected to fulfill the foreign language requirement, pass comprehensive examinations, and submit and defend a dissertation.

A separate prospectus for this program is available from the Institute. *Enrollment is highly selective, and the application deadline for September study is March 1.*

## **COURSE OFFERINGS**

### **TH 431 (ED 632) The Psychology of Youth Religious Development (F: 3)**

The focus of the course is on developing the capacity to relate critically psychological and theological models of development to the data of individual lives. Although there will be an initial examination of faith development in early and middle childhood, primary attention will be given to adolescence (ages 14-18) and early adulthood (ages 18-22).

Among the issues that will be dealt with are the role of personal images of God for faith, the religious dimensions of sexual development in adolescence, moral development in men and women, the nature of faith crisis in the college years and the problem of normativity in developmental models. Theorists who will be covered include both structural developmentalists (Kohlberg, Gilligan and Fowler) and psychoanalytic thinkers (Anna Freud, D.W. Winnicott, Ana-Maria Rizzuto).

This course is designed so that students may continue into TH 432 (ED 839) as a year-long sequence, although either course may be taken independently.

*Margaret Gorman*

### **TH 432 (ED 839) The Psychology of Adult Religious Development (S: 3)**

This course continues the interdisciplinary analysis offered by TH 431/ED 632 into the nature of

faith development in the human life cycle. TH 431/ED 632 is not, however, a prerequisite for this course. Focus will be on early and middle adulthood (post-college and beyond) and later life. Among the issues that will be covered are the problem of normative life pattern, the significance of the "life crisis" in the development of faith, the creation of family and community, sexuality and spirituality through the adult years and the problem of facing loss that is the result of death, divorce or separation. Theorists studied include Valliant, Gilligan, Fowler, Jung, Erikson, Neugarten and Levinson.

*John McDargh*

### **TH 433 Foundations in Theological Ethics (S: 3)**

Theological ethics is an attempt to articulate the behavioral implications of being human as found in reason illumined by a religious faith.

This course will focus on Christian ethics as it has been formulated in the Roman Catholic tradition. It will explore both nature and focus with special emphasis on the two distinctive elements in Catholic Ethics: the natural moral law and the official positions of the teaching Church.

Particular attention will be given to the contemporary shift in Catholic moral theology; from the manualistic approach to historical consciousness.

*James O'Donoghue*

### **TH 473 Theology of Church (S: 3)**

A theological exploration of the identity of Church, founded in the New Testament witness and in the contemporary retrieval of Vatican II. The course will suggest an understanding of Church as Sacrament of the Spirit and will consider the meaning of ministry in this light. The focus throughout will be upon the praxis of discipleship as the ever ancient and ever new following of Jesus Christ.

*Robert P. Imbelli*

### **TH 532 Art of Pastoral Counseling (S: 3)**

This course is an examination of the prophetic nature of the pastoral counseling relationship. Attention is given to the pastoral counselor as mediator between the world of human experience and the theological tradition. Topics include the major issues and questions operative in the practice of pastoral counseling. Practicum sessions, including the use of video, role play and taping, will focus on dynamics, techniques and models of pastoral counseling.

*Claire E. Lowery*

### **TH 535 Theological Foundations for Contemporary Spirituality (F: 3)**

This course will consider spirituality as awareness of and response to God's self-revelation and continuing engagement with us. It will focus on contemporary religious experience and spiritual growth considered in themselves and in light of the Christian spiritual tradition. Topics will include the integration of a contemplative attitude with life activity, the developing relationship with God, the growth of Christian freedom, and spiritual life amid conflicting religious values. The course will include reading, reactions to presentations, individual and group reflection.

*William Connolly, S. J.*

### **TH 600 Leadership and the Practice of Ministry (S: 3)**

Leadership is a critical issue in the understanding and practice of ministry today. This course will examine the meaning of leadership and its

relationship to church and society by drawing on existing theories and life experience. Classes will focus on the following topics: communication as a vital part of the leadership process; the impact of behavior and situational variables on effective leadership; the role of the leader; personality needs and job demands as major factors in promoting effective leader behavior; exploration of appropriate leadership styles in parish and other church-related ministries today; dynamics of planning, decision-making and implementing change.

*Ann Morgan*

### **TH 601 Creative Life Study (F, S: 3)**

Life Study uses Intensive Journal procedures to put us in intimate contact with the life, wisdom and spirituality of creative persons in history. We become "Journal Trustees," i.e., keep a journal on their behalf. This vital contact with the inner life can evoke our own life-wisdom and broaden our spiritual path. Previous attendance at Journal workshops is recommended.

*Elizabeth H. Galbraith, r.c.*

### **TH 605 Integrative Colloquium: Theology and Pastoral Practice (F: 3)**

The colloquium provides the student with a learning experience that fosters an integration between theology and pastoral practice. Students engage in a process of critical reflection that promotes both a better understanding of the application of theological teaching to a concrete situation and an ability to determine what a particular pastoral situation may have to say to theology.

The case study method is used to examine contemporary church issues from the perspective of pastoral experience. *This course is required of all Pastoral Ministry degree students. For IREPM degree students only.*

*Claire E. Lowery*

### **TH 610 (ED 636) Biblical Spiritualities for the Educational Ministry (S: 3)**

Because any authentic Christian spirituality must draw from the wells of Scripture, this course seeks to deepen participants' knowledge of the Scriptures, to cultivate their interpretative skills, and to illumine their ability to read the text of their lives in light of the Word. This year's focus will be on the spirituality implied by the narratives of the passion and resurrection.

*Mary C. Boys*

### **TH 617 Intensive Journal Method and the Spiritual Life (F, S: 3)**

The Intensive Journal course consists of two weekend workshops, readings in Progoff and bi-weekly meetings with the instructor. It introduces the student to Progoff's Intensive Journal Method, its procedures and principles. One learns to work non-judgmentally with one's life defining issues, clarifying commitments, and exploring relationships. The goal is to focus, clarify and integrate life experiences.

*Elizabeth H. Galbraith, r.c.*

### **TH 638 Advanced Intensive Journal Method and the Spiritual Life (F, S: 3)**

*Prerequisite: TH 617*

The Advanced Journal course deepens students' understanding of the Journal method, and their own life processes and principles. In doing so, students come to appreciate the holistic principles operative in their life and God's activity therein. The course includes advanced work with dreams and imagery, and treats special questions



such as discernment, integration, and transformation as they arise. *Elizabeth H. Galbraith, r.c.*

**TH 640 Pastoral Care: Death and Dying (S: 3)**

This course will serve as a thorough introduction to the basic theological-pastoral dimensions of pastoral care with those experiencing grief and loss resulting from death and the processes of dying. Special attention will be given to the role of the ecclesial community, as well as other supportive communities, such as hospice, in rendering support. The role of faith and the place of ritual will be examined from an ecumenical perspective. It is desirable that students take this course in conjunction with ministerial field education in a setting associated with these pastoral concerns and issues. *John Grimes*

**TH 707 Psychological Foundations for Pastoral Counseling (F: 3)**

This course provides students with the opportunity to consider several contemporary models of personality and human development that will assist them in the practice of pastoral counseling. Case studies and concrete situations will illustrate such models as object relations and humanistic and psychodynamic theories. Themes to be stressed include normality and integration; personality growth and sexuality; play and the irrational; and the links between psychological and theological experiences. *Michael St. Clair*

**TH 708 Ministry to the Troubled Personality (S: 3)**

The goal of this course is to assist the minister in handling common and current forms of human disturbance. Using case studies and the insights of contemporary models of the person, attention will be paid to depression, neurosis, narcissism, eating disorders, the borderline personality and problems in relationships. Practical application of theoretical knowledge to counseling and pastoral situations will also be examined. *Michael St. Clair*

**TH 717 (ED 635) Educating Christians: Past, Present, and Future (S: 3)**

This course draws upon the history of the Church's educational ministry to enlighten its present pastoral praxis. It places emphasis on reading original and classical documents as a treasury of wisdom for religious education and pastoral ministry today and tomorrow. The course closely parallels the history of theology and the history of Western education. *Thomas H. Groome*

**TH 739 Christology (F: 3)**

A theological exploration of the identity of Jesus Christ from the vantage point of the Christian experience of discipleship and life in the Spirit. Issues to be considered include the New Testament witness to Jesus as the Christ, the developing tradition of the early Church culminating in the definition of Chalcedon, and contemporary questions regarding Christ as universal Savior. The intimate relation between Christology and pneumatology will be stressed throughout. *Robert P. Imbelli*

**TH 764 Ministry, Personality and Culture (F: 3)**

Both a theology of ministry and psychology of self as minister are useful resources of Church leadership. These topics will be explored from perspectives of Catholic faith tradition, family systems theory, and changing American culture. *John Grimes*

**TH 800 (ED 538) Religious Education for a Public Church (S: 3)**

This course proceeds from the premise that churches in a pluralistic society must attend to both the formation of their members for public involvement and the fostering of the common good with other citizens. Incorporating insights from sociology of religion and ethics, we will examine religious education approaches which help to shape faith communities imbued with Christian social commitment. *Maureen O'Brien*

**TH 816 (ED 539) Sharing Faith in Religious Education and Ministry (F: 3)**

The course proposes the foundations for a participatory and empowering approach to religious education and pastoral ministry. Through shared reflection on praxis and on course readings, participants are invited to appropriate and make decisions about their own approach to the ministry of "sharing faith." *Thomas H. Groome*

**TH 830 (ED 731) The Praxis of Religious Education (S: 3)**

This lab course invites participants to develop their own praxis approach to religious education and, with lesser focus, to other forms of pastoral ministry. Students must engage in some pedagogical/ministerial context as the praxis of their own in-course reflections. A shared praxis approach will be proposed as an organizing model. Other models of teaching that enhance a praxis approach will also be investigated. It is strongly recommended that students have some in-depth exposure to a shared praxis approach (e.g. TH 816/ED 539) before taking this course. *Thomas H. Groome*

**TH 901 (ED 735) Traditions of Religion and Education (F: 3)**

This course is designed to involve participants in creating a framework for analysis of modern theological and educational movements in order to more perceptively engage in the practice of religious education. *Mary C. Boys*

**Courses Offered at the Mexican American Cultural Center in San Antonio, Texas for the Hispanic Ministry Program**

**TH 602 Field Education and Supervised Practicum in Hispanic Pastoral Ministry (S: 5)**

This program provides the student with supervised experience in Hispanic Ministry. Placements provide an opportunity for a high degree of creativity and responsible innovation. Through supervision in the field, discussion with other participants, reading and reflection, students become familiar with the needs of the Hispanic community. Students also participate in a "supervised practicum" each week designed as an exploration of the theological and ministerial insights drawn from the field experience.

Faculty Practicum Committee: *Juan Alfaro, John Linskens, Virgil Elizondo, Rosa Maria Icaza*

**TH 612 Culture and Religion (F: 3)**

This course will study culture in general, religion as a component of culture, and the relationship of these to the explicit revelation of God in Jesus Christ. The popular expressions of faith will be given particular attention, with the Mexican American culture of the U.S. Southwest as a paradigm for the understanding of a cultural-religious expression. *Virgil Elizondo*

**TH 630 The Prophets: God's Critics of Humanity's World (F: 3)**

A study of the major prophets of the Old Testament, this course will develop an understanding of the enduring vocation of God's prophets: to recognize the truly evil in a particular society, to call God's People to conversion of heart, and to remind them that God's loving fidelity is always theirs. *Juan Alfaro*

**TH 635 The Hispanic Family (F: 3)**

In a society which threatens its foundations, the Hispanic family responds with resilience. A study of its history, present reality, values, possibilities, changing values, and structure is the basis of this course. *Rosendo Urrabazo*

**TH 636 The Synoptic Gospels: The Demands of Discipleship (F: 3)**

The gospels of Mark, Matthew and Luke present portraits of Jesus Christ incarnated in a particular context. This course will develop the themes of discipleship in Mark, the reign of God in Matthew, and the relationship of Jesus to the poor in Luke. Eucharistic themes will be treated in depth. *John Linskens*

**Field Education, Directed Research, Doctoral Seminar**

**TH 530 Field Education and Supervised Practicum in Pastoral Ministry (S: 3)**

This program provides the students with supervised experience in their areas of ministerial specialization. These areas include social ministry, pastoral care and counseling, spirituality, church administration, liturgy and religious education. Through supervision in the field, discussion with other participants, reading and theological reflection, students become familiar with the needs of special groups of people, and develop models of ministry that are applicable to their own situations.

In addition to their field experience, students participate in a supervised practicum during the spring semester. The practicum is a group exploration of the theological and ministerial concerns drawn from the field experience. Process analysis will be used to critique performance and develop personal skills and individual styles of ministry.

*Field Education is a three-credit program over one academic year. While students begin Field Education in the fall term, they do not register for these three credits until the spring term.* *Claire E. Lowery*

**TH 538 Directed Research in Pastoral Ministry (F, S: 3)**

Directed research courses are an opportunity to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only persons studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of the master's program. Subject matter and requirements must be worked out with the professor and approval must be received by the Institute's Assistant Director for Academic Affairs. *Claire E. Lowery, Coordinator*

**ED 830 Directed Research in Religious Education (F, S: 3)**

Directed research courses are an opportunity to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor.



Only persons studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of the master's program. Subject matter and requirements must be worked out with the professor and approval must be received by the Institute's Assistant Director for Academic Affairs.

*Maureen R. O'Brien, Coordinator*

**ED 936 Doctoral Seminar in Religious Education (F, S: 3)**

This seminar provides an occasion for doctoral students to study classic works in the field of religious education and to prepare proposals for their dissertations. It meets fourteen times each academic year. Three credits are received for each of the two years of participation in the seminar. Second-year doctoral students lead facets of the seminar.

*Institute Permanent Faculty*

**Weekend Course Series**

Weekend courses are fully accredited and satisfy Institute degree requirements. Each of these courses meets on three separate weekends: Fridays from 4:00 p.m. to 9:00 p.m.; Saturdays from 10:00 a.m. to 4:00 p.m.

**TH 839 How to Do Theological Reflection in Grassroots Settings (F: 3)**

Grassroots theologizing points to an activity of people, gathered together, who reflect on their

experience in the light of their culture and their religious traditions in order to understand and act more creatively and faithfully. This course will explore that process of theologizing. In particular it will focus on the role of personal storytelling, the use of Scripture and tradition, how to do cultural analysis, the ongoing process of faith decision-making, and the use of official and academic resources.

This course will meet on the following dates: September 25–26, October 23–24, November 13–14.

*John Shea*

**TH 768 Lay Spirituality (S: 3)**

This course is a study of lay spiritual formation and application from three aspects: marriage, family and home; the workplace and the societal arena; and ecclesial ministry. Drawing on several disciplines, the course will address issues of stability and creativity in family and in work; spiritual resources and disciplines for daily living; the gift of children to family and to society; balancing work and home; and participation in different ministries as a means of lay formation. The integration of Christian faith into the fabric of ordinary lay life will be emphasized.

This course will meet on the following dates: January 29–30, February 26–27, March 26–27.

*Dolores Leckey*

**PROGRAM DESCRIPTION**

**M.A., M.A.T., and Ph.D. Programs**

The Department includes the fields of French, Italian, and Spanish (Peninsular and Spanish American) literatures. It offers Master's level programs in all areas, with a concentration in one Romance literature and/or culture. These programs are specially designed to develop and strengthen teachers at the secondary school level or to prepare teacher/scholars who may continue on to the Ph.D. In the Ph.D. program, students specialize "vertically" in French or Spanish literature or "horizontally" in a period or genre that crosses three Romance literatures. In this latter program, the Ph.D. in Medieval Studies is unique in the Boston area and one of the special strengths of Boston College.

**Prerequisites for Admission**

Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites:

They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfies that requirement. At least 4 semesters of period or general courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.

The deadline for applications to the Graduate School of Arts and Sciences is July 1 for September admissions and the deadline for financial aid requests is March 1. The Department strongly recommends that students apply by April 1 for September admissions and by February 1 for monetary support.

*Note:* For more complete information concerning the graduate programs, please consult the Graduate Handbook of the Department of Romance Languages and Literatures.

**I. Master of Arts Degree in French, Italian or Spanish Literature and Culture**

This Master's program is designed to prepare scholars and teachers who may wish to continue their work toward the Ph.D. The program enables students to acquire a broad understanding of the literature and culture of their area of specialization (French, Italian, Peninsular Spanish or Spanish American).

Candidates for the M.A. in Romance Literature and Culture earn a minimum of thirty credits in a wide range of courses in one Romance language. Reading knowledge of a second language must be demonstrated. At the discretion of the student's advisor, any foreign language which is neither the major nor the student's native language may be offered in fulfillment of this requirement.

The comprehensive oral examination of one hour's duration is based on course material and a reading list specified for French, Italian or Spanish literature (or a choice of questions on French or Italian literature).

Oral examinations, scheduled in October or April, are conducted in the target language.

## ROMANCE LANGUAGES AND LITERATURES

**FACULTY**

**Joseph D. Gauthier, S.J.,** *Professor Emeritus*; B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University

**Guillermo L. Guitarte,** *Professor Emeritus*; Profesorado, Filosofia y Letras, Buenos Aires

**Vera Lee,** *Professor Emeritus*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

**Marie L. Simonelli,** *Professor Emeritus*; Dotre in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia Romanza, Rome

**Joseph Figurito,** *Associate Professor Emeritus*; A.B., Boston College; A.M., D.M.L., Middlebury College

**J. Enrique Ojeda,** *Professor*; Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University

**Rebecca M. Valette,** *Professor*; A.B., Mount Holyoke College; Ph.D., University of Colorado

**Norman Araujo,** *Associate Professor*; A.B., A.M., Ph.D., Harvard University

**Matilda T. Bruckner,** *Associate Professor, Chairperson of the Department*; A.B., Bryn Mawr College; M.P., Ph.D., Yale University

**Dwayne E. Carpenter,** *Associate Professor*; B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley

**Jeff Flagg,** *Adjunct Associate Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

**Rena A. Lamparska,** *Associate Professor*; LLM, University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University

**Betty Rahv,** *Associate Professor*; A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

**Elizabeth Rhodes,** *Associate Professor*; B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

**Harry L. Rosser,** *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

**Laurie Shepard,** *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

**Mary Ellen Kiddle,** *Adjunct Assistant Professor*; B.S., University of Wisconsin; M.A., Middlebury College; M.A., University of California; Ph.D., Brown University

**Stephen C. Bold,** *Instructor*; B.A., University of Richmond; M.A., Ph.D. (cand.), New York University

**Ourida Mostefai,** *Instructor*; Licence de Lettres, Universite de la Sorbonne, Nouvelle, Paris; M.A., Ph.D. (cand.), New York University





## II. Master of Arts Degree in Language and Culture

This program is specifically designed to train current or prospective teachers at the secondary school level who want to work with greater emphasis on their major field of undergraduate specialization or strengthen their command of a second Romance language and its literature and culture. With appropriate course work this program can lead to teacher certification. Candidates in other fields, such as International Business or Public Health, will also find this program valuable, given its cultural and linguistic orientation.

Of the thirty (30) credits taken in the Department of Romance Languages and Literatures, a minimum of twenty-four (24) should focus on a single language: French, Italian or Spanish.

All candidates are expected to demonstrate oral proficiency at the Intermediate High level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before students are admitted to the oral comprehensive examination.

The one-hour oral comprehensive examination covers the candidate's course work and two literary works specified in advance to be analyzed for their literary, linguistic and cultural content.

## III. Master of Arts Degree in Teaching

Offered in cooperation with the School of Education, this program is designed to provide certification and continued professional development for secondary school teachers of French, Italian or Spanish.

Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in their target language. Consult the Departmental Graduate Handbook concerning other requirements.

All candidates are expected to demonstrate oral proficiency at the Intermediate High level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before the students are admitted to the oral comprehensive examination.

The one-hour oral comprehensive examination covers the candidate's course work and five short literary works chosen in consultation with the student's advisor.

## IV. The Doctor of Philosophy Degree

The Department of Romance Languages and Literatures offers doctoral students a course of study specially adapted to individual needs and designed to train effective scholars and teachers. Students may structure their programs according to one of two distinctive models:

**Plan I: Ph.D. in French or Spanish Literature and Culture:** Students structure their programs according to a vertical specialization that gives broad coverage through the chronological development of one Romance language, literature, and culture (French or Spanish).

**Plan II: Ph.D. in Romance Literatures:**

Students structure their programs according to a lateral specialization that focuses on one period or genre in three different languages and literatures.

## Plan I: Ph.D. in French or Spanish Literature and Culture

• **Broad Chronological Coverage:** With the help of their advisors, students will select courses to develop broad coverage of their major literature from the Middle Ages to the present. Given the nature of the comprehensive examinations, students are encouraged to take courses in all centuries.

• **Specialization:** In addition to developing this general competence, students will specialize in a period according to one of the following options:

a) *French:* any two consecutive centuries. (Exceptions involving non-consecutive centuries are possible, with the approval of the advisor and the Director of Graduate Studies).

b) *Spanish:* Middle Ages and Renaissance

Golden Age

Nineteenth and twentieth centuries

Spanish-American literature

(Exceptions to these options are possible, with the approval of the advisor and the Director of Graduate Studies.)

• **Related Graduate Courses:** With the approval of their advisors, students may include in their doctoral program up to six credits earned in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, Fine Arts, History, Philosophy, etc.

## Plan II: Ph.D. in Romance Literatures

• **Lateral Coverage:** Early in the program, the student should formulate a coherent program of studies in consultation with the advisor. Students select three Romance literatures and a period or genre that merits investigation across linguistic and national boundaries. The student may elect a non-Romance literature as the third literature with the approval of the advisor and the Director of Graduate Studies.

• **Medieval Studies:** Given the particular strengths of Boston College, concentration in Medieval Studies is an important option within this lateral model. Students may choose any three of the following literatures: Medieval French, Italian, Spanish, Provincial, or Latin. Students are encouraged, with the approval of their advisor, to include extradepartmental courses in their doctoral program: 12 credits if they are entering with a B.A., 6 credits with an M.A. Boston College has a rich array of medieval offerings in Theology, Philosophy, History, Fine Arts, Literature, and Political Science.

• **Language Competence:** For admission to the Romance Literatures Ph.D., applicants must have fluent command of at least one Romance language and a working knowledge of a second. The student must initiate the study of the third language as soon as possible, so as to develop graduate capabilities in all three literatures within the time limits set for comprehensive examinations.

## Admission to the Ph.D. Programs

• **Students with a Master's Degree:** Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Com-

parative Education of the Division of International Education, Washington, D.C.

• **Students with a Bachelor's Degree:** Students possessing the Bachelor's degree, or its equivalent, should achieve coverage of their major literature equal to that required for our M.A. in French or Spanish. After 30 credits, candidates will be evaluated with special attention before being allowed to continue on to the Ph.D.

## Degree Requirements

1. Students earn 60 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.) including 3 credits in the History of the Language in French or Spanish and 3 credits in RL 780: Colloquium on Literary Theory and Criticism.

2. Students must maintain an average of B or better in their courses.

3. If the student's M.A. program did not include a second language examination, a translation test will be required as described for the M.A. in Literature and Culture.

4. A reading knowledge of Latin is required of all candidates and should be demonstrated early in the program. A reading knowledge of German is required only for candidates in Medieval Studies.

5. One year of residence is required, in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking two courses per semester while teaching two. Students not engaged in teaching and wishing to fulfill the residence requirement by taking three courses per semester must petition the Department. During the year of residence, the student must be registered at the University and engaged in a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is engaged in writing his or her dissertation. Students should specify in writing to the Director of Graduate Studies which two semesters satisfy the residence requirement.

6. Upon completion of all course work and language requirements, the doctoral student must pass oral and written comprehensive examinations.

7. After passing the comprehensive examinations, the student discusses a dissertation topic with his or her thesis director. Using the guidelines specified by the Graduate School, the student submits an official dissertation proposal to the thesis director, who then circulates it in the Department for approval. The student will write the dissertation under the guidance of the thesis director and two readers. Dissertation topics may include a literary study in the field of specialization, a study in comparative Romance literatures, a study in Romance philology, a scholarly edition of a text with full critical apparatus, and so on. The dissertation should be based on original and independent research and demonstrate advanced scholarly achievement.

8. After approval by the thesis director and the two readers, the dissertation will be defended by the candidate in a one-hour oral defense open to the public.



## Financial Assistance

The following forms of financial assistance are available to students of the Department: Teaching Fellowships, Graduate Assistantships.

Appointments and awards are competitive. They are based on the candidate's background and experience. For those seeking Teaching Fellowships, a personal interview is advisable. Students desirous of obtaining information about the terms of University financial assistance should consult the Financial Aid section of this catalog. Those who are interested in government grants should address themselves to the University Financial Aid Office.

Further information on the Graduate Program in the Department of Romance Languages and Literatures can be found in the Department's Graduate Handbook, which may be obtained by writing to: Boston College, Department of Romance Languages and Literatures, Chestnut Hill, Massachusetts 02167.

## COURSE OFFERINGS

All advanced literature and culture courses are open to undergraduate and graduate students, with the following distinctions generally applied: 400, 500 and 600 level courses are primarily directed to undergraduates, but may also be taken for graduate credit; 700 and 900 level courses are primarily designed for graduate students, but admit especially well-qualified undergraduates.

### Offerings in French, 1992-93

#### RL 403 Introduction to Linguistics for Students of French Literature (S: 3)

This course will be based primarily on an in-depth reading of Saussure's *Cours de linguistique générale*, a seminal text not only for the development of modern linguistic theory but also for 20th-century critical discourse, especially (but not only) in France. The student will acquire a basic knowledge of the central topics in modern descriptive linguistics (phonology, morphology, syntax, and semantics), especially as applied to the study of the French language. In addition we will survey important texts of French structuralism (e.g. articles by Barthes, Todorov, Lévi-Strauss, and Jakobson) to see how the idea of language's structure has influenced modern theories on the structure of discourse in general and, more specifically, theories of literary criticism. At the end of the semester we will consider briefly some broader questions including "what is a grammar?" (Chomsky v. the structuralist linguists) and "what does language do?" (as asked by Austin, Benveniste, and others). Conducted in French. *Stephen C. Bold*

#### RL 404 Paris: le quartier du Marais (S: 3)

A new way to explore the cultural aspects of France—past and present—by means of an "interactive" documentary on a communication-based software program which allows students to explore the Marais either *chronologically*—in its linear historical development, or *topically*—according to a single theme, such as art and architecture; government; politics; daily life; the nobility, the people, women and the family; etc. The videodisc component of this course will be accompanied by texts to be read and individual or team projects to be completed during the semester. Recommended for graduates in M.A.T. or M.A. pro-

grams which include "culture" courses as part of their requirement. *Betty T. Rabv*

#### RL 426 The Smiling Philosophers: Rabelais and Montaigne (F: 3)

The French Renaissance radically "recenters" all arts, letters, and science on the human individual as the "microcosm" which represents and dominates the larger "macrocosm" surrounding him. In 16th-century France, this humanistic surge evolves from its inception in the comic genius of Rabelais to its culmination in the philosophical smile of Montaigne. Everything is measured "à la taille de l'homme" as the individual questions his moral and philosophical stance in the universe from a wholly new perspective. Taking the texts as our point of departure, we will study various critical interpretations of both Rabelais and Montaigne with some emphasis on Bakhtin's innovative and influential notion of Rabelais' work as "carneval," and a close look at the "autobiographical" preoccupation of contemporary critics as necessarily beginning in French literature with Montaigne's *Essais*. *Betty T. Rabv*

#### RL 431 Masterpieces of 17th-Century French Classical Literature (F: 3)

This course will offer an advanced introduction to 17th-century French literature through a study of major works by leading writers of the period including Corneille, Molière, Racine, Pascal, La Rochefoucauld, La Fayette, La Fontaine and Boileau. These authors will be studied in the context of the cultural and political history of the period. Conducted in French. *Stephen Bold*

#### RL 443 18th-century French Theater: Staging Philosophy (F: 3)

This course examines the controversy surrounding the question of the theater in 18th-century France. We will focus on the role of the stage in the 18th century as a major instrument of philosophical and political propaganda for both the Enlightenment and its adversaries. The dramatic representation will be studied in the context of the reform of the theater. Plays by Lesage, Voltaire, Marivaux, Diderot, Sedaine and Beaumarchais will be read. Conducted in French. *Ourida Mostefai*

#### RL 450 Rousseau: Myth and Interpretation (S: 3)

In this course we will read closely the major texts of Rousseau: *The Discours*, *La Lettre à d'Alembert*, *La Nouvelle Héloïse*, *Du Contrat Social*, *Emile*, *Les Confessions* and *Les Rêveries*. We will study the reception of Rousseau's writings since the eighteenth century in order to analyze the myth surrounding the person and the writer. Modern interpretations of Rousseau's thought will be examined. Conducted in French. *Ourida Mostefai*

#### RL 458 "Contes et Nouvelles" in the Nineteenth Century (S: 3)

While devoting proper attention to the general evolution of the *conte* in the nineteenth century, the course will center around the most significant works of Mérimée, Maupassant, and Daudet. *Norman Araujo*

#### RL 477-478 The French Novel in the Twentieth Century I & II (F: 3-S: 3)

The twentieth century confrontation with issues of identity, art, death, sexuality, freedom, pathology, meaning, and writing itself will be examined

through some of the important French and Francophone novels of the century. Starting with Proust's *Combray* and ending with Wittig's *Les Guérillères*, readings will include works by Breton, Sartre, Gide, Butor, Sarraute, Hébert, and Ben Jelloun. *The Department*

#### RL 483 20th-Century Theater: Myth Revisited (S: 3)

This course will present modern reinterpretations of traditional myths and legends emphasizing how universal ethical issues raised in the original texts have been reinterpreted and adapted particularly to modern moral concerns. How the individual faces society, the gods, and oneself are three universal themes we will consider, among others, in our readings, in our class discussions and in viewing video-taped versions of a number of these myths. Conducted in French. *Betty T. Rabv*

#### RL 704 Advanced French Stylistics (S: 3)

A variety of texts such as essays from Barthes' *Mythologies*, excerpts from *Madame Bovary*, short stories by Maupassant and Colette, as well as poetry, magazine and newspaper articles and editorials will be used for intensive analysis, including translation and study of style and genre. These different discourses will serve as models for the students' own compositional work. *The Department*

#### RL 705 History of the French Language (F: 3)

The seminar will trace the transformation of Late Latin into Old French. Texts attesting to intermediary stages of the process will be studied as an introduction to the earliest linguistic and literary monuments of *ancien français* including the *Serments de Strasbourg* and the *Sequence of Saint Eulalie*. The course will focus on the phonological, morphological, syntactic and lexical features of the major Old French literary dialects. Conducted in French. *Laurie Shepard*

#### RL 711 Nobles and Beasts, Saints and Tricksters: Generic Exchanges in Medieval French Literature (S: 3)

This course is designed to show how medieval storytellers can reuse and combine a common fund of materials to reshape the familiar into the new and different, transform the serious into the burlesque, cross the boundaries of comedy and tragedy, mix the religious and the profane. Works read in Modern French translation (with reference to the original language as useful and/or desired) include: the *Charroi de Nîmes*, the *Vie de St. Alexis*, the *Jeu d'Adam*, the *Jeu de St. Nicolas*, the *Folies Tristan*, and the *Roman de Renart*. *Matilda Bruckner*

#### RL 752 Mirror or Mirage in the Realistic Novel? (F: 3)

The evolution of the realistic novel in the nineteenth century as it appears in the works of Stendhal, Balzac, and Flaubert: *Beylisme*, *Bovarysme*, and the universe of the *Comédie humaine*. *Norman Araujo*

### Projected French Offerings, 1993-94

RL 411-412 Masterpieces of Medieval French Literature I & II (F: 3-S: 3) *Matilda T. Bruckner*

RL 423 Poet's Lyre (F: 3) *Betty T. Rabv*

RL 435 Tragic Heroes of 17th-century French Literature (F: 3) *Stephen Bold*



RL 446 Social Mobility in the 18th-century French Novel (F: 3) *Ourida Mostefai*

RL 448 The French Revolution (S: 3) *Ourida Mostefai*

RL 451 French Romanticism (S: 3) *Norman Araujo*

RL 457 Passion Staged and Upstaged: 19th-century French Theater (F: 3) *Norman Araujo*

RL 470 Surrealism (F: 3) *The Department*

RL 479 20th-century French Poetry (S: 3) *The Department*

RL 734 Poetic Ideals in the 17th Century (S: 3) *Stephen Bold*

#### Projected French Offerings, 1994-95

RL 403 Introduction to Linguistics for Students of French Literature (F: 3) *Stephen Bold*

RL 426 The Smiling Philosophers: Rabelais and Montaigne (S: 3) *Betty Rabv*

RL 437 The Politics of Passion: 17th-century French Moralists (F: 3) *Stephen Bold*

RL 441 The Age of Enlightenment: Theory or Fiction (F: 3) *Ourida Mostefai*

RL 444 Diderot: Philosopher, Novelist & Critic (S: 3) *Ourida Mostefai*

RL 452 Realism (S: 3) *Norman Araujo*

RL 454 Hugo: The Romantic Revolution (F: 3) *Norman Araujo*

RL 477-478 The French Novel in the 20th Century I & II (F: 3-S: 3) *The Department*

RL 480 Autobiography/Autocriticism (F: 3) *Betty Rabv*

RL 490 Fictional Heroines/Ravages of Amour Passion (S: 3) *Matilda Bruckner*

RL 704 Advanced French Stylistics (S: 3) *The Department*

RL 713 Birth of Medieval Vernacular Lyric: Provençal Poetry & the Flowering of Fin'amor (F: 3) *Matilda Bruckner*

RL 733 17th-Century French Comedy and Satire (S: 3) *Stephen Bold*

#### Offerings in Italian, 1992-93

**RL 521 Masterpieces of the Italian Renaissance I (F: 3)**

The seminar will survey the major intellectual developments of the fifteenth-century Florentine Renaissance. The optimistic and influential contributions of the Civic Humanists, Neo-Platonists, and the writers of the circle of Lorenzo the Magnificent, especially Poliziano, and finally the crisis of the last decade of the century and the powerful voice of Savonarola will be the focus of discussion. Conducted in Italian. *Laurie Shepard*

**RL 522 Masterpieces of the Italian Renaissance II (S: 3)**

The seminar will survey the major literary works and genres of the sixteenth-century Renaissance Italy including the theater of Machiavelli, the chivalric epic of Ariosto, Castiglione's treatise on courtly manners, Machiavelli's advice to the prince, and the lyric poets with a special emphasis on the poetry written by women. We will also discuss Renaissance critical theory and the debate over the establishment of an "Italian" literary language. Conducted in Italian. *Laurie Shepard*

**RL 553 19th-Century Italian Literature (Romanticism and Verismo) (F: 3)**

This course deals with the development of Romanticism and *Verismo* in 19th-century Italy. The course will concentrate on reading and commentary of the major writings by Ugo Foscolo,

Giacomo Leopardi, Alessandro Manzoni, Luigi Capuana and Giovanni Verga, and examine the literary traditions in which they wrote. Conducted in Italian. *Rena Lamparska*

**RL 569 20th-Century Italian Novel (Decadentismo and Contemporary Novel) (S: 3)**

A general introduction to late 19th and 20th century Italian narrative. Readings include selected works by the major authors of the period: G. D'Annunzio, I. Svevo, L. Pirandello, A. Moravia, E. Vittorini, C. Pavese, V. Pratolini, E. Morante, A. Banti, I. Calvino. The course will emphasize the thematic and structural changes of the novel as a literary genre within the context of general cultural trends. Conducted in Italian. *Rena Lamparska*

#### Projected Italian Offerings, 1993-94

RL 506 Dante: *La Divina Commedia* (F: 3) *Laurie Shepard*

RL 507 Boccaccio and Petrarca (S: 3) *Laurie Shepard*

RL 544 Italian Comic & Tragic Theater of the 18th Century (S: 3) *Rena Lamparska*

RL 568 Theater of Pirandello (F: 3) *Rena Lamparska*

#### Projected Italian Offerings, 1994-95

RL 521-522 Masterpieces of the Italian Renaissance I & II (F: 3-S: 3) *Laurie Shepard*

RL 553 19th-Century Italian Literature (Romanticism and *Verismo*) (F: 3) *Rena Lamparska*

RL 569 20th-Century Italian Novel (Decadentismo and Contemporary Novel) (S: 3) *Rena Lamparska*

#### Offerings in Spanish, 1992-93

**RL 650 A Social and Intellectual History of Medieval Spain (F: 3)**

The focus of the course will be the interplay between Jews, Christians, and Muslims in medieval Spain, for our purposes from 711-1492. We will examine a wide variety of literary, legal, religious, and historical sources. Students will have ample opportunity to pursue individual research interests. All students must have a good reading knowledge of Spanish, and it would be useful to have some ability in Portuguese, Catalan, Latin, Arabic, or Hebrew. Conducted in Spanish. *Dwayne E. Carpenter*

**RL 655 Andean Novel (F: 3)**

This graduate course will examine the major characters in the Indian and "Mestizo" novel in Bolivia, Ecuador and Peru. Works by Alcides Arguedas, Jorge Icaza, José María Arguedas, Ciro Alegría, Gonzalo Zaldumbide, Juan León Mera and others will be examined in the context of the sociological studies written on the "Mestizo" and the Indian of the Andes. Conducted in Spanish. *J. Enrique Ojeda*

**RL 656 Medieval Spanish Literature (F: 3)**

This course covers the evolution of Spanish literature from 1100-1500. We will examine the development of oral literature, the beginnings of Spanish as a written language in the scientific and didactic prose of the High Middle Ages, and the first attempts at an artistic use of the vernacular in the late Middle Ages. Medieval social, religious, and historical currents will be emphasized as background for understanding the texts. Conducted in Spanish. *Dwayne E. Carpenter*

**RL 658 Don Quijote (Spanish) (F: 3)**

This course is an in-depth study of Cervantes' greatest book and the literary tradition that inspired it, as well as the one that it, in turn, made possible. Study of nineteenth- and twentieth-century interpretations of Don Quijote is included. Class and readings in Spanish. For advanced undergraduates and graduate students. *Elizabeth Rhodes*

**RL 667 Generation of '98 (S: 3)**

Detailed study of the essays, novels, poetry and theatre of the principal turn of the century writers, Unamuno, Baroja, Antonio Machado, "Azorín," and others. *Irene Mizrahi*

**RL 670 Spanish American Civilization (S: 3)**

The civilization and "culture" of a people is more than aesthetic expressions through its arts—be it architecture, sculpture, music, painting, theater and literature. It also integrates the customs, ideas and values of the people that determine it. The primary objective of this course is to explore the historical-aesthetic solidarity of a vast region of the world that continues to seek and establish its true Latin American identity. Conducted in Spanish. *Harry L. Rosser*

**RL 680 Jorge Luis Borges (F: 3)**

An examination of Borges as a short story writer, and a close reading of *Historia universal de la infamia*, *Ficciones*, *El Aleph*, and some of his latest narratives. The course will start delineating some of his major themes, such as reality and image, the world as a book, his conception of time, the impossible quest, etc. Conducted in Spanish. *Guillermo Guitarte*

**RL 934 Currents of Heresy in Catholic Imperial Spain (S: 3)**

Unamuno reminds us that all orthodoxy begins as heresy. This is nowhere more evident than in Golden Age Spain and the process of her rise and fall. This seminar examines the authors and texts that threatened Catholic Spain's global hegemony in the early sixteenth century, and the process leading to that network's breakdown. Of primary consideration are the intellectual and religious currents which prospered under the aegis of humanism, the historical and mythological power of the Spanish Inquisition as it molded humanism to political and religious ends, and the conservative impetus of censorship which brought an end to Spain's Golden Age. Literary and historic texts, including some unedited manuscripts and documents, are studied in chronological order. Women writers are included among the heretics and women's participation in the cultural heresy (i.e. non-literary) is studied. Very advanced language skills required, familiarity with Spanish history recommended. *Elizabeth Rhodes*

**RL 961 The Dynamics of Dissent in the Spanish American Novel (F: 3)**

A study of the ideological formation and stylistic development of major Spanish American novelists of the 20th Century, with special attention to the "Boom" and "Post-Boom" periods. Works by such writers as Alejo Carpentier, Carlos Fuentes, Mario Vargas Llosa, Isabel Allende, Gabriel García Márquez, Elena Poniatowska, among others, will be examined in detail. Focus on structure, characterization and use of language will lead to



an understanding of the directions that genre has taken in recent decades. Conducted in Spanish.

*Harry L. Rosser*

**RL 962 Modernismo y Vanguardia: The Swan and The Owl—The Lyric Poetry of Spanish America (S: 3)**

The course intends to study the two most important periods in the development of Spanish American lyric poetry. The first half of the semester will analyze the origins, development and final demise of the Modernismo, concentrating on its outstanding figures: mainly Martí and Rubén Darío. The other half will study the Vanguardia tracing its multifaceted programs and its influence exercised on the best known Spanish American poets of this century: Vallejo, Neruda, Carrera Andrade, Paz, among others. Conducted in Spanish.

*J. Enrique Ojeda*

**RL 966 Contemporary Spanish Drama (F: 3)**

An intensive examination of contemporary Spanish theater, emphasizing the post-war period. The course will include theoretical readings, in addition to primary texts.

*Irene Mizrahi*

**Projected Spanish Offerings, 1993–94**

RL 656 Spanish American Romanticism (F: 3)

*J. Enrique Ojeda*

RL 659 Passion at Play: An Introduction to Golden Age Drama and Poetry (F: 3)

*Elizabeth Rhodes*

RL 663 Contemporary Spanish Novel (F: 3)

*Irene Mizrahi*

RL 675 Spanish American Essay (S: 3)

*Harry L. Rosser*

RL 677 Contemporary Spanish Poetry (S: 3)

*Irene Mizrahi*

RL 901 Stylistics Analysis (S: 3)

*Elizabeth Rhodes*

RL 905 History of the Spanish Language (F: 3)

*Dwayne E. Carpenter*

RL 930 Cervantes (S: 3)

*Elizabeth Rhodes*

RL 970 Colonial Literature (F: 3)

*Harry L. Rosser*

RL 978 Spanish American Lyric Poetry (S: 3)

*J. Enrique Ojeda*

**Projected Spanish Offerings, 1994–95**

RL 657 19th c. Liberales y Románticos (F: 3)

*J. Enrique Ojeda*

RL 669 Escritoras Hispánicas (S: 3)

*Elizabeth Rhodes*

RL 670 Spanish American Civilization (S: 3)

*Harry L. Rosser*

RL 679 Contemporary Spanish Society, Literature and Film (S: 3)

*Irene Mizrahi*

RL 691 Spanish Lyric Poetry (F: 3)

*Dwayne E. Carpenter*

RL 935 Non-Canonical Approach to St. Teresa of Avila: Spanish Mysticism (F: 3)

*Elizabeth Rhodes*

RL 958 Age of Galdós (S: 3)

*J. Enrique Ojeda*

RL 964 Generation of '27 (S: 3)

*The Department*

RL 982 Spanish American Short Story (S: 3)

*Harry L. Rosser*

**Language and Methodology Courses Offered in English, 1992–93**

**RL 495 (ED 303) Second-Language Acquisition (F: 3)**

A review of recent research in second language acquisition and its application to the classroom. Emphasis is placed on techniques for developing proficiency in listening, speaking, reading and writing. Students will analyze available audio-visual materials and learn how to integrate these ancillaries into their instruction. This course fulfills the Massachusetts certification requirements in Secondary Methods.

*Rebecca Valette*

**RL 780 Colloquium: Modern Literary Theory and Criticism (S: 3)**

An introduction to selected movements that mark the development of literary criticism in the twentieth century (Stylistics, Russian Formalism, Structuralism, Reader Reception, etc.) with emphasis on the practical evaluation and application of theoretical models. Required of all Romance Languages and Literatures doctoral candidates.

*Elizabeth Rhodes*

**Projected Offerings in Language and Methodology Courses, 1993–94**

RL 495 Second Language Acquisition (F: 3)

*Rebecca Valette*

RL 498 Oral Proficiency Testing (S: 3)

*Rebecca Valette*

RL 572 The Comparative Development of the Romance Language (S: 3)

*Laurie Shepard*

acquainted with the major facts of Russian literature and history.

Students applying in *General Linguistics*, a program which stresses structural, semiotic and philological techniques with an emphasis on the interdisciplinary nature of Linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages, modern and ancient, some undergraduate-level work in Linguistics, and have done introductory work in the intended areas of concentration (e.g., psychology, speech therapy, mathematics).

Since *Slavic Studies* and *Linguistics* programs involve a significant proportion of work in other departments of the University, candidates in these areas would be expected to meet the prerequisites for all such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required. A reading knowledge of French and German will almost always be needed, plus Latin and Greek for linguists.

The Department welcomes, but does not require, Graduate Record Examination scores.

Students with an undergraduate degree who require preparation for admission to the M.A. may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program.

**Degree Requirements**

All programs require:

- a minimum of ten one-semester courses (thirty credits) in prescribed graduate-level course work;
- three qualifying examinations, which a student must have passed by the end of the first year of full-time study or its equivalent;
- two special-field examinations;
- a supervised research paper of publishable quality on an approved topic.

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Registrar as a single comprehensive-examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (6 credits) of advanced work at other universities or research institutes toward program requirements if this work has not been previously applied to an awarded degree.

**COURSE OFFERINGS**

Graduate-level courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's *Schedule of Courses*.

Courses numbered below 300 do not normally apply for graduate degree credit but are open to interested graduate and special students. Full descriptions of such courses appear in the Undergraduate Catalog.

SL 007–008 Introduction to Arabic I/II

SL 009–010 Elementary Chinese I/II

SL 023–024 Elementary Japanese I/II

## SLAVIC AND EASTERN LANGUAGES

### FACULTY

**Michael J. Connolly**, *Associate Professor, Chairperson of the Department*; A.B., Boston College; Ph.D., Harvard University

**Michael B. Kreps**, *Associate Professor*; Diploma, Leningradskij gosudarstvennij universitet; M.A., Ph.D., University of California (Berkeley)

**Margaret Thomas**, *Assistant Professor*; B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

**Jovina Y. H. Ting**, *Adjunct Assistant Professor*; A.B., Guoli Taiwan Daixue; M.A., Kent State University; M.A., Harvard University; Ph.D., New York University.

### PROGRAM DESCRIPTION

The Department administers three different Master-of-Arts degree programs:

- Russian Language and Literature
- Slavic Studies
- General Linguistics

Additionally the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Graduate Division of the School of Education.

### Admission

For admission to M.A. candidacy in *Russian* or *Slavic Studies*, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be





SL 027–028 (EN 093–094) Introduction to Modern Irish I/II  
 SL 033–034 Elementary Russian (Intensive) I/II  
 SL 051–052 Intermediate Russian I/II  
 SL 061–062 Intermediate Chinese I/II  
 SL 063–064 Intermediate Japanese  
 SL 065–066 Continuing Arabic I/II  
 SL 067–068 (EN 097–098) Continuing Modern Irish I/II  
 SL 111–112 (EN 041–042) English for Foreign Students: Intermediate I/II  
 SL 113–114 (EN 043–044) English for Foreign Students: Advanced I/II  
 SL 157–158 *Praktika russkoj rechi* I/II  
 SL 163–164 *Chukyu kaiwa* I/II  
 SL 205 Tolstoy and Dostoevsky (in translation)  
 SL 206 (EN 206) (SC 206) Language, Society, and Communication  
 SL 216 (EN 552) Poetic Theory  
 SL 221 (TH 198) The Language of Liturgy  
 SL 222 Classics of Russian Literature (in translation)  
 SL 227 Advanced Russian Grammar  
 SL 230 Russian Literature of the Fantastic (in translation)  
 SL 234 The Polish Language  
 SL 240 The Contemporary Russian Novel (in translation)  
 SL 243 Image and Icon in Russian Literature (in translation)  
 SL 245–246 Advanced Chinese I/II  
 SL 257–258 Advanced Japanese I/II  
 SL 260 (EN 100) Advanced Readings in Modern Irish  
 SL 261 Love and Nature in Far Eastern Literatures (in translation)  
 SL 262 Gods and Men in Far Eastern Literatures (in translation)  
 SL 263 Far Eastern Civilizations  
 SL 264 The Western Discovery of the East  
 SL 265 The Dissonant Muse

### SL 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theater. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings entirely in Russian. Offered triennially  
*Michael B. Kreps*

### SL 308 Dostoevskij and Tolstoj (3)

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian. Offered triennially  
*Michael B. Kreps*

### SL 311 (EN 527) General Linguistics (F: 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. Offered annually  
*M.J. Connolly*

### SL 316 Old Church Slavonic (F: 3)

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts.

*Recommended:* Prior study of a Slavic language.  
 Offered biennially *M.J. Connolly*

### SL 317 Old Russian (F: 3)

An intensive study of the grammar and philology of Old Russian and early East Slavic; readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language.

*Recommended:* Prior study of a Slavic language.  
 Offered biennially *M.J. Connolly*

### SL 320 Pushkin and Gogol' (3)

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied against the background of Russian romanticism and the transition to Russian realism. Conducted in Russian. Offered triennially

*Michael B. Kreps*

### SL 321 Turgenev and his Contemporaries (3)

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g., Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian. Offered triennially

*Michael B. Kreps*

### SL 325 (EN 528) Historical Linguistics (S: 3)

The phenomenon of language change and of languages, dialects, and linguistic affinities, examined through the methods of comparative linguistics and internal reconstruction. Offered triennially

*M.J. Connolly*

### SL 327 Sanskrit (S: 3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics. Offered triennially

*M.J. Connolly*

### SL 328 Classical Armenian (S: 3)

A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts. Offered triennially

*M.J. Connolly*

### SL 332 The Russian Short Story (3)

The development and structure of the Russian *rasskaz* and *povest'* from the 16th through the 20th centuries. Readings in Russian. Offered triennially

*Lawrence G. Jones*

### SL 333 Introduction to the West Slavic Languages (S: 3)

A grammatical and phonological study of a featured West Slavic language (Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts.

*Recommended:* Prior study of a Slavic language.  
 Offered biennially *Lawrence G. Jones*

### SL 334 Introduction to the South Slavic Languages (S: 3)

A grammatical and phonological study of a featured South Slavic language (Serbo-Croatian,

Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts.

*Recommended:* Prior study of a Slavic language.  
 Offered biennially *Lawrence G. Jones*

### SL 339 (EN 234) Semiotics and Structure (3)

Theoretical and practical considerations for the use of modern semiotic and structural techniques in the analysis of paralinguistic systems, literature, mythology and other products of social communication. Offered triennially

*Lawrence G. Jones*

### SL 342 Seminar in Russian Poetry (3)

Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian. Offered biennially

*Lawrence G. Jones*

### SL 343 (EN 512) Old Irish (S: 3)

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts. Offered triennially

*M.J. Connolly*

### SL 344 (EN 392) Syntax and Semantics (S: 3)

An introduction to the concepts and operations of modern transformational-generative grammar and related models. Linguistic theories of meaning. Offered triennially

*M.J. Connolly*

*Margaret Thomas*

### SL 348 Chexov (3)

A close reading in Russian of some of Chexov's major prose, along with a survey of the critical literature on his works and a brief study of the influence of his style on later Russian writers. Offered triennially

*Lawrence G. Jones*

### SL 349 Advanced Russian Writing and Translation (S: 3)

A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through both imitative and original writing; the theory and practice of preparing refined translations both from and into Russian. Conducted entirely in Russian. Offered annually

*Michael B. Kreps*

### SL 352 Russian Literary Humor and Satire (3)

A survey of theories of humor with readings from selected Russian satirical and comic literature from the 18th to the 20th century. Conducted entirely in Russian. Offered triennially

*Michael B. Kreps*

### SL 353 Romantizm v Russkoj Literature (3)

A study of Romanticism in Russian poetry, drama, and narrative literature of the 19th century. A close analysis of the features of this literary movement in works of Zhukovskij, Marlinskij, Pushkin, Lermontov and others. Romantic literature as a genre within a larger European framework. Conducted entirely in Russian. Offered triennially

*Michael B. Kreps*

### SL 358 The Linguistic Structure of Japanese (3)

The phonological and writing systems of Japanese and their origins; fundamentals of Japanese syntax and characteristics of Japanese vocabulary.

A linguistic outline of the Japanese language for students with some previous exposure to Linguistics or to Japanese (but not necessarily to both). Offered biennially *Margaret A. Thomas*



**SL 360 (EN 660) The Teaching of English as a Foreign Language (3)**

An overview of theories of foreign-language acquisition and an examination of classic problems in the teaching and learning of English by speakers of other languages. For students with a professional interest in teaching English to non-native speakers, for those interested in the structure of the English language, and for those curious about how adults learn a foreign language.

*Recommended:* Previous coursework in Linguistics or familiarity with at least one foreign language. Offered annually *Margaret A. Thomas*

**SL 361 Psycholinguistics**

An exploration, from a linguistic perspective, of some classic issues at the interface of language and mind. Topics include: the organization of language in the human brain; the acquisition of language acquisition both by children and by adults; animal communication; the psychological reality of grammatical models; the innateness hypothesis; the production, perception, and processing of speech.

*Recommended:* Some background in Linguistics or Psychology. Offered biennially

*Margaret A. Thomas*

**Research Courses**

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

SL 388 Senior Honors Project

SL 390 Advanced Tutorial: Russian Language

SL 391 Advanced Tutorial: Russian Literature

SL 392 Advanced Tutorial: Linguistics

SL 393 Advanced Tutorial: Chinese

SL 394 Advanced Tutorial: Slavic Linguistics

SL 395 Advanced Tutorial: Japanese

SL 396 Advanced Tutorial: Polish

SL 399 Scholar-of-the-College Project

SL 791 Russian Literature: Reading and Research

SL 792 Linguistics: Reading and Research

SL 794 Slavic Linguistics: Reading and Research

SL 888 M.A. Interim Study

**Other Courses**

Other courses in the Department's repertory, offered on a non-periodic basis, include:

SL 059 Readings from Russian Intellectual History

SL 225 Russian Folklore (in translation)

SL 226 Readings in Russian Short Prose

SL 231 Slavic Civilizations

SL 233 (EN 571) Applied English Grammar and Style

SL 235 Chekhov's Plays and Stories (in translation)

SL 236 A Survey of Polish Literature (in translation)

SL 237 Sounds of Language and Music

SL 238 The Language of Computing

SL 244 (EN 099) The Irish Language

SL 254 (TH 154) History of Eastern Orthodoxy

SL 305 History of the Russian Language

SL 306 Russian Literary Research

SL 312 The Indo-European Languages

SL 313 Structural Poetics

SL 314 Old Persian and Avestan

SL 315 The Czech Language

SL 322 The Structure of Modern Russian

SL 335 Early Russian Literature

SL 337 Comparative Slavic Linguistics

SL 338 Tolstoy & Solzhenicyn

SL 341 The Study of Russian Literature

SL 351 Topics in Linguistic Theory

SL 354 Bulgakov, Pasternak, Solzhenicyn

SL 355 Linguistics and Computing

SL 356 Classics in Linguistics

SL 359 The Structure of Biblical Hebrew

Information on these courses and their availability may be received from the Department.

**Sharlene J. Hesse-Biber**, *Associate Professor, Chairperson of the Department*; A.B., A.M., Ph.D., University of Michigan

**Seymour Leventman**, *Associate Professor*; A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

**Michael A. Malec**, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

**Stephen J. Pfohl**, *Associate Professor*; B.A., Catholic University of America; M.A., Ph.D., Ohio State University

**Paul G. Schervish**, *Associate Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

**Eve Spangler**, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

**Diane Vaughan**, *Associate Professor*; B.A., M.A., Ph.D., Ohio State University

**Lisa Fuentes**, *Assistant Professor*; B.A., University of the Americas, Mexico; A.M., University of California; A.M., Ph.D., Stanford University

**PROGRAM DESCRIPTION****Master's Program**

*Admissions:* Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information which might enhance their candidacy. GRE's are recommended but not required. Personal interviews, when practical, are desirable. Applications should be forwarded to the Department Graduate Admissions Committee.

*Degree Requirements:* a) thirty credit hours, including: 1) theory proseminar (two semesters), 2) advanced research methods, 3) bivariate and multivariate statistics (two semesters), and b) a Master's paper or thesis.

**Doctoral Program**

*Admissions:* The Ph.D. program prepares students for careers as college and university faculty and as researchers and decision makers in business, the public sector, and not-for-profit organizations. The primary criteria for admission are academic performance and promise of outstanding independent work. (See also Master's statement above.)

*Degree Requirements:* a) Twenty-four credit hours above the M.A. level including one additional methods or statistics course; b) one year residency; c) Ph.D. qualifying examination; and d) dissertation and oral defense.

**Program in Social Economy and Social Justice (M.A. and Ph.D.)**

The SESJ program at Boston College is designed for students who wish to combine the pursuit of an academic degree with active efforts in the fields of social economy and/or social justice. The program prepares students for careers which inte-

## S O C I O L O G Y

**FACULTY**

**John D. Donovan**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Harvard University

**Severyn T. Bruyn**, *Professor*; A.B., A.M., Ph.D., University of Illinois

**Charles K. Derber**, *Professor*; A.B., Yale University; Ph.D., University of Chicago

**William A. Gamson**, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

**Jeanne Guillemin**, *Professor*; A.B., Harvard University; A.M., Ph.D., Brandeis University

**Lynda Lytle Holmstrom**, *Professor*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

**David A. Karp**, *Professor*; A.B., Harvard College; Ph.D., New York University

**Ritchie P. Lowry**, *Professor*; A.B., A.M., Ph.D., University of California at Berkeley

**David Horton Smith**, *Professor*; A.B., University of Southern California; A.M., Ph.D., Harvard University

**John B. Williamson**, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

**Paul S. Gray**, *Associate Professor*; A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University



grate the worlds of scholarship and social action, whether inside or outside academic contexts. The program provides both analytic and practical research skills that will help you to understand and work in the areas of social economy and social justice more effectively.

**M.B.A./Ph.D. Program (M.B.A./M.A. also offered)**

The Department and the Graduate School of Management administer this joint degree program, training social researchers, providing them with a systematic understanding of the business and workplace environment, and training managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations.

**Financial Assistance**

The Department has a limited number of cash awards in the form of assistantships and tuition waivers. Awards are made on the basis of academic performance, need, experience and skill, as well as Department needs. Application should be made to the Department Graduate Admissions Committee.

**Other Information**

The Department publishes a brochure on its graduate programs, and a more detailed "Guide to Graduate Study" is available on request.

**COURSE OFFERINGS**

**SC 338 Probation: Theory and Practice, I (F, S: 3)**

This course provides students an opportunity for fieldwork experience as volunteer interns in the Probation Office at a nearby District Court, where they serve as court aides and assistants to judges and to adult and juvenile probation staff. *A minimum of ten hours of service is required, together with appropriate readings and the keeping of a journal. Students are urged to plan to take the course during both semesters* in order to derive maximum benefit from the experience. *Permission of instructor is required.*

*Benedict S. Alper*

**SC 339 Probation: Theory and Practice II (F, S: 3)**

Optional continuation of SC 338.

*Benedict S. Alper*

**SC 346 American Economic Crisis and Social Change (S: 3)**

This course presents an analysis of foreign and domestic economic crises facing the United States in a fiercely competitive global economy. The first part of the course explores the question of American decline relative to Japan and other competitors, multinational corporations and the problem of de-industrialization, American and Third World debt, and new domestic inequality. The second part of the course considers innovative social and political strategies for revitalization, including new government strategies such as economic conversion and "industrial policy," as well as new corporate strategies such as worker participation and workplace democracy.

*Charles K. Derber*

**SC 351 Power in Contemporary Society (F: 3)**

This course examines the types and uses of power in contemporary society, forms of power, and

major historical changes. Also examined are the role of ruling classes and elites, multinational corporations, the military (including the CIA), and political decision making by national leaders. Of particular importance will be a consideration of the characteristics of modern warfare, the limits of its use as an aspect of foreign policy, and alternatives to war.

*Ritchie P. Lowry*

**SC 357 Sociology of Organizations (S: 3)**

This is an introductory course that will be divided into two parts. The first part will focus on organization structure and internal processes, and how these factors affect the organization's ability to meet its goals as well as how they affect the lives of the organization members. The second part of the course will focus on organizations within the context of their environments. How does the environment affect the organization, and how do organizations affect and manage their own environments?

*J. Joseph Burns*

**SC 358 Internship in Mediation, Restitution and Victim Compensation I (F, S: 3)**

Settlement of disputes and conflicts outside of the traditional criminal court process by means of mediation, arbitration and restitution, is one of the fastest growing areas of the law. Restitution gives a new role to victims in criminal cases. This course provides students with an opportunity to see first hand the operation of these programs in the Greater Boston area and to participate in the conflict resolution process. One full day or two half-days a week are required. *Permission of instructor is required.*

*Benedict S. Alper*

**SC 378 (PS 600) (SW 600) Introduction to Social Work (F, S: 3)**

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of social work and the relevance of values and ethics to the practice of social work, the course then takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course also examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

*Regina O'Grady-LeShane*

**SC 380 Clinical Sociology (S: 3)**

*William A. Harris*

**SC 422 Issues and Topics in Criminology (F, S: 3)**

This independent study course provides the students an opportunity to engage in a variety of projects (limited only by their interest and imagination) in both field and library research or as volunteer interns in a program or agency concerned with any aspect of crime and delinquency. Approval will be given to any well-planned project which the student may care to pursue, after a review of the project by the instructor and periodic evaluations thereafter of student progress. *Permission of instructor is required.*

*Benedict S. Alper*

**SC 439 American Society in the Vietnam Decade (F: 3)**

An examination of American society as the first new nation and first mass society. Tracing the cultural and institutional foundations and developments of modern-day America, emphasis is on

the structural roots producing the crises of the 1960s, the Vietnam Decade. *Seymour Leventman*

**SC 468 (ED 349) Sociology of Education (S: 3)**

This course will examine the scope and usefulness of the sociology of education. A number of critical problems will be examined such as: How does schooling influence socialization, the social organization of knowledge, and the structure of economic opportunity? How do schools as formal organizations transmit and institutionalize social norms and habits? How do the dynamics of educational organization work? Does education generate inequality by reproducing social classes? Are there any relationships between educational achievement and economic opportunity? What role does schooling play in modernization and social change in less developed societies? The course approaches these problems from the diversity of theoretical approaches and the diversity of applications of the sociological knowledge to the understanding of education.

*Ted I. K. Yount*

**SC 491 Sociology of the Third World (S: 3)**

A sociological explanation of historical and contemporary events in Asia, Africa, and Latin America. This course ties together themes of social, political, and economic development. Emphasis is placed on the role of emerging institutions—political parties, bureaucracies, businesses, trade unions, armies, etc.—in meeting the challenges of dependency and modernization.

*Paul S. Gray*

**SC 509 Feminism and Methodology (S: 3)**

This course examines a range of feminist and science literature which is concerned with issues of methodology. We address the following: 1) What are the basic assumptions concerning the scientific method in the existing social science literature? 2) Is there a feminist methodology? 3) To what degree is science a "cultural institution" influenced by economic, social and political values? 4) To what extent is science affected by sexist attitudes and to what extent does it reinforce them? We will examine several research studies which employ a "feminist methodology" and those which do not.

*Sharlene J. Hesse-Biber*

**SC 511 Fieldwork Methods (S: 3)**

This is a one-semester course in the theory and practice of fieldwork. Students will develop and sharpen analytic and observational skills by doing fieldwork in settings of their choice. Topics covered include: gaining access, research ethics, establishing rapport, creating social theory from data, etc.

*Paul S. Gray*

**SC 527 The Evolution of Culture (F: 3)**

This course is an anthropological and sociological study of the origins and development of cultural life. We will spend the first weeks looking at pre-human development before examining the evolution of society. The subject matter will cover the evolution of sex, politics, kinship, religion, music, dance, myth, language and the economy.

*Severyn T. Bruyn*

**SC 544 International Organizations (S: 3)**

This course is designed for students interested in the social and political structure of world affairs. We will examine the role of world law, world government, a world court system, multinational corporations, the world organization of churches



and other types of international organizations that bear on the issues of war and peace. While some students may be interested in exploring the complex structures of one such organization, the focus of the course will be on the interrelationships of organizations, their comparative structures, their normative life, and their conjoining influences as they serve potentially to lay the foundation for a world community. *Severyn T. Bruyn*

**SC 545 Urban Life and Culture (F: 3)**

This course examines the dominant images of urban life held both by social scientists and members of the society. Since the central motif of the course will be on the "social psychology" of city life, our guiding question throughout the semester will be: "How do persons give meaning to, adapt to, and make intelligible their lives as city dwellers?" Special attention will be given to gaps, omissions and deficiencies in traditional sociological treatments of urban life. Among the key topics treated will be: 1) the analysis of city life in classical sociological theory, 2) the meaning of community, 3) the organization of public place behavior, 4) urban tolerance, 5) urban social problems, and 6) the connection between urbanism and suburbanism. *David A. Karp*

**SC 549 Social Theory and Social Policy (F: 3)**

From the end of President Roosevelt's New Deal to the 1960s was a period of unbounded optimism in the belief that both public and private social policy could resolve America's (and the world's) social problems because of the country's wealth and political power. By the 1980s, this view was replaced by a general pessimism. This seminar will examine why this change took place and, especially, what impact it had upon the social theories which were the basis of earlier social policies. The seminar will consider new, more democratic, and more responsive theories and policies, as a response to the current malaise and general failure of most public and private social policies.

*Ritchie P. Lowry*

**SC 564 Seminar on Medical and Family Sociology (S: 3)**

This seminar will focus on student research projects in the area of medical sociology. *Permission of the instructor is required.*

*Lynda Lytle Holmstrom*

**SC 571 The American Economy and Its Future (F: 3)**

This course is designed for students who want to study the economy from a sociological perspective. The market economy in this case will be viewed as having the potential for social self-regulation and the possibility of operating competitively in the public interest. We will look at methods for reducing government controls by transferring agencies into the private sector as socially accountable enterprises with a capacity to implement public norms. Attention will be given to changes taking place in Eastern Europe.

*Severyn T. Bruyn*

**SC 578 Corporate Social Responsibility (S: 3)**

Contemporary capitalism is in crisis as a result of the general lack of social responsiveness on the part of corporate executives, shareholders, investors, and other economic stakeholders. In response, movements have arisen in recent decades

to respond to this crisis, including: socially responsive investing, shareholder and consumer action, and corporate training in ethics. This seminar, through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct.

*Ritchie P. Lowry*

**SC 702 Introduction to Statistics and Data Analysis (F: 3)**

This course will introduce the student to the basic statistical concepts used in social research: centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the B.C. computer system and the SPSSX data analysis package. There are no prerequisites.

*Michael A. Malec*

**SC 703 Multivariate Statistics (S: 3)**

This is a very applied course with a focus on cross-sectional regression related techniques. It assumes a knowledge of the material covered in SC 200. Thus it assumes a solid background in SPSS as well as a basic course in statistics. In connection with regression we consider: data transformations, analysis of residuals and outliers, path analysis, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Also covered are: n-way ANOVA, multiple classification analysis, discriminant analysis, factor analysis, and reliability analysis. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

*John B. Williamson*

**SC 704 Topics in Multivariate Statistics (F: 3)**

This course is designed for students in sociology, nursing, education, social work, psychology, or political science with a prior background in statistics at the level of SC 703. It would assume a strong grounding in multiple regression and a solid working knowledge of SPSS. Among the procedures covered will be matrix algebra, log-linear analysis, logistic regression, recursive and nonrecursive causal modeling (including path analysis), and discriminant function analysis. Students will read about each technique, read articles using the technique, and do exercises using the technique. Students who so elect may as an alternative focus on one statistical method and one major project that will be a paper prepared in the format of a journal article. Students who are considering this option are urged to see me in advance as I want to be sure we have or can find the data the student will be using.

*John B. Williamson*

**SC 710 Advanced Research Methods (F: 3)**

This course presents the wide range of alternative research methods available to the social researcher. Among those considered: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention is given to comparisons among these alternative methods and to an assessment of the relative strengths and limitations of each. In the context of discussing these alternative research methods, attention is given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations; such issues must be taken

into consideration by all who engage in social research. A great deal of attention will be given to issues related to research design.

*Sharlene Hesse-Biber*

**SC 711 The Sociological Craft (S: 3)**

The major focus of this seminar will be on the craft of writing. The course is premised on the idea that development of one's skills as a writer requires constant feedback and constructive criticism. We will do some reading on the process of writing and discuss pieces of sociological work that class members judge as combining analytical power and graceful expression. The main work of the seminar, however, will consist of the students and professor sharing work-in-progress. Depending upon their current involvements, class members will read each others' term papers, thesis proposals or chapters, research memos, book chapters or journal articles. Along with discussion of how writing styles vary with different genres of sociological work, we will explore the practical and psychological aspects of the writing experience.

*David A. Karp*

**SC 715 Theory Proseminar I (F: 3)**

The purpose of this course is to examine the works of the leading classical theorists. Both their substantive concerns with the character of modern society and their epistemological strategies for studying social reality will be examined. Assignments will emphasize the readings in original sources, with primary concentration on the works of Marx, Weber, and Durkheim.

*Seymour Leventman*

**SC 716 Theory Proseminar II (S: 3)**

*The Department*

**SC 730 Discourse on Social Policy (S: 3)**

This seminar, taught jointly with Martin Rein (MIT), explores "frame critical analysis" as an alternative to the dominant "rational actor" model of policy analysis. We attempt to place the dominant model and the alternative in the context of a larger debate on positivism in the social sciences and a varied body of interdisciplinary work on discourse analysis. The seminar will emphasize the shaping of the policy-making process through the framing and reframing of policy discourse, especially from the perspective of participants involved in reframing attempts.

*William A. Gamson*

**SC 736 Introduction to Social Economy I (F: 3)**

This course will provide an introduction to the field of social economy for entering students in the SESJ program. It is intended to introduce students to a broad theoretical overview of the field, including both macro and micro levels of analysis. Central concepts of the social economy paradigm, including self-governance, self-management, industrial democracy and social planning will be discussed, as well as major substantive topic areas including organizational democracy, worker control of the labor process, employee ownership, corporate social responsibility, industrial policy, social federations, social investment and national social planning.

*Charles K. Derber*

**SC 743 Advanced Race Relations (F: 3)**

This is a survey of sociological research traditions in the area of race and ethnic relations. Our study



is organized in terms of the theoretical orientations which have informed the research. A primary focus of the course is to assess explanatory statements on social structures in which race or ethnicity is a salient concept. Much of the discussion concerns the formation, maintenance, and modification of relations between groups in the United States. The approach of the course is useful in the study of various research areas, and the analyses discussed emphasize the universal character of the phenomena. *William A. Harris*

**SC 745 The Social Structure of Occupational Health (S: 3)**

The Social Structure of Occupational Health will use an organizational actor analysis to examine the role of labor, management, health professionals and the state in creating, recognizing and controlling occupational disease. The course is open to graduate students in Sociology, Management, Nursing and Law. *Eve Spangler*

**SC 751 Quest for Social Justice (S: 3)**

The seminar will focus on purposeful efforts by organized groups and social movements to bring about social and political change. It is geared toward problems and issues faced by such groups: a) diagnosing the opportunities and constraints provided by the system in which they are operating; b) analyzing the problems of mobilizing potential supporters and influencing targets of change; and c) dealing with the efforts of antagonists to control them. The seminar will attempt to provide a coherent analytic framework and a set of concepts for understanding efforts at social change. On many issues, there are competing views and, in such cases, we will examine the theoretical controversies and the relative usefulness of different approaches. *William A. Gamson*

**SC 770 American Studies Seminar (S: 3)**

The course focuses on ethnicity and the American cinema. Using various films as case studies, we will review Hollywood's treatment of ethnics and ethnicity in film, what such treatment reveals about American life and how the characteristic portrayal of ethnicity in American film presents a tension between the ideals of an assimilated melting pot and a pluralistic mosaic. *Seymour Leventman*

**SC 779 Legitimation Crisis in Comparative Perspective: Towards the Reconstruction of Progressive Politics (F: 3)**

An unprecedented crisis of state legitimacy is sweeping much of the world. In the Soviet Union and Eastern Europe, Communist governments have lost credibility among their own populations and many countries face the prospect of disintegration. Capitalist states face their own crisis of authority. In the United States, tax revolts, disenchantment with liberal social programs, and conservative assaults on big government have paralyzed the state in a period of acute public needs, stripping government of its mandate to act in the public interest. In Sweden and other Western European countries, much of the population now questions the welfare state.

This course will explore the crisis of state legitimacy and ideology in the Soviet Union, Eastern Europe, Scandinavia, and the United States, seeking to uncover the dynamics of disenchantment with the state and its negative and positive

implications for progressive social change. It will also look to emerging political and ideological systems in both East and West, ranging from concepts of the "social market" in Europe to concepts of "empowerment" offered by both leftists and rightists in the United States, that may emerge as successors to traditional models of liberalism, the welfare state, or state socialism and offer an agenda and ideology for a new progressive politics. Student case studies will form the basis for a potential publication to emerge from the seminar. *Charles K. Derber*  
*S. M. Miller*

**SC 799 Readings and Research (F, S: 3)**

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. *The Department*

**SC 801 Thesis Seminar (F, S: 3)**

By arrangement *The Department*

**SC 802 Thesis Direction (F, S: 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their theses. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement *The Department*

**SC 810 (MB 810) Management of Technology (S: 3)**

Technologies and organizations shape each other. This course examines three domains of that interaction: high-performance project management, design for usability, and World Class Manufacturing. Principles of flexibility, continuous improvement, and knowledge-building are a platform for technology policy. The goal is to

understand effective ways of deploying knowledge and resources among people, software and machines. Student projects are based on their own experience with technology design or implementation. *Frank A. Dubinskas*

**SC 888 Master's Interim Study (F, S: 0)**

For those students who have not yet passed the Master's Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required. *The Department*

**SC 900 Teaching Apprenticeship (F, S: 3)**

By arrangement *The Department*

**SC 901 Research Apprenticeship (F, S: 3)**

By arrangement *The Department*

**SC 998 Doctoral Comprehensive (F, S: 0)**

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required.

**SC 999 Doctoral Continuation (F, S: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register, and pay the fee, for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

# T H E O L O G Y

## FACULTY

**Stephen F. Brown**, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Universit de Louvain

**Lisa Sowle Cahill**, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

**Robert Daly, S.J.**, *Professor*; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

**Donald J. Dietrich**, *Professor, Chairperson of the Department*; B.S., Canisius College; M.A., Ph.D., University of Minnesota

**Harvey Egan, S.J.**, *Professor*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

**Ernest L. Fortin, A.A.**, *Professor*; A.B., Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

**Margaret Gorman, R.S.C.J.**, *Adjunct Professor*; B.A., Trinity College; M.A., Fordham University; Ph.D., Catholic University

**Thomas H. Groome**, *Professor*; A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

**David Hollenbach, S.J.**, *Flatley Professor*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

**Philip J. King**, *Professor*; A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

**Matthew L. Lamb**, *Professor*; B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr. Theol., State University of Munster

**William W. Meissner, S.J.**, *Professor*; University Professor of Psychoanalysis, B.A. (m.c.l.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.l.), Harvard University

**John Paris, S.J.**, *Walsh Professor*; B.S., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California



**Pheme Perkins**, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

**Anthony Saldarini**, *Professor*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

**Francis A. Sullivan, S.J.**, *Adjunct Professor*; B.A., M.A., Boston College (Weston College); M.A., Fordham University; STL, Weston College; STD, Pontifical Gregorian University

**Mary Boys, S.N.J.M.**, *Associate Professor*; A.B., Fort Wright College; M.A., Columbia University; Ed.D., Columbia University

**Francis X. Clooney, S.J.**, *Associate Professor*; A.B., Fordham University; M.Div., Weston School of Theology; Ph.D., University of Chicago

**Mary F. Daly**, *Associate Professor*; A.B., College of St. Rose in Albany; A.M., Catholic University; Ph.D., St. Mary's College; S.T.L., S.T.D., Ph.D., University of Fribourg

**J. Cheryl Exum**, *Associate Professor*; A.B., Wake Forest University; A.M., M.Phil., Ph.D., Columbia University

**Charles C. Heffling**, *Associate Professor*; A.B., Harvard College, B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

**Robert P. Imbelli**, *Associate Professor*; Director of Institute of Religious Education and Pastoral Ministry; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

**Frederick Lawrence**, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

**Claire Lowery**, *Adjunct Associate Professor*; A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

**H. John McDargh**, *Associate Professor*; A.B., Emory University; Ph.D. Harvard University

**Louis P. Roy, O.P.**, *Associate Professor*; B.Ph., M.A.Ph., M.A.Th., Dominican College, Ottawa; Ph.D., University of Cambridge

**Margaret Amy Schatkin**, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

**Francis P. Sullivan, S.J.**, *Adjunct Associate Professor*; A.B., A.M., S.T.L., Boston College; S.T.D., Institut Catholique de Paris

**Thomas E. Wangler**, *Associate Professor*; B.S., LeMoyne College; M.A., Ph.D., Marquette University

**James M. Weiss**, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

**John A. Darr**, *Assistant Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

**Pamela E.J. Jackson**, *Assistant Professor*; A.B., M.Div., M.A., M.Phil., Ph.D., Yale University

**Stephen J. Pope**, *Assistant Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

**James Rurak**, *Adjunct Assistant Professor*; A.B., Bates College; A.M., Ph.D., University of Chicago

**Patrick J. Ryan, S.J.**, *Assistant Professor*; A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University



## PROGRAM DESCRIPTION

Boston College is one of 9 member schools of the Boston Theological Institute, a consortium which includes the Boston College Theology Department, Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Gordon-Conwell Theological Seminary, Harvard Divinity School, Holy Cross Greek Orthodox Seminary, St. John's Seminary and Weston School of Theology. All graduate students in any of Boston College's graduate Theology and Religious Education/Pastoral Ministry programs enjoy the privileges of full cross-registration, faculty exchange programs and library facilities in the 8 other schools.

### M.A. in Theology

This degree serves 1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers, or 2) as an academic preparation for those moving towards various professional, religious or ministerial careers, or 3) as part of an enrichment or retooling program for those already established in such careers.

Students applying for admission to the M.A. Program in Theology should have the documented and/or proven ability to do graduate-level work in Theology. Where this is found to be insufficient, supplementary work will have to be done by the student before formal entry into the 30-credit phase of the program.

Two letters of recommendation, a statement of purpose, etc., are normally required for admission. GRE scores (or TOEFL, for foreign students) are required for all students who wish to compete for departmental financial aid.

Candidates for the M.A. are required to complete 30 credits, either on a part-time or full-time basis, for the degree as follows: 15 credits must be taken in one of the four possible areas of specialization—Bible, Historical Theology, Systematic Theology, Christian Ethics; a two-semester, six credit, survey course in Systematic Theology; one general course in each of the three areas of theology outside of one's specialization. An M.A. thesis, with the approval of one's advisor and the Department, may substitute for 6 of the required credits. Reading knowledge in an appropriate foreign language will be tested. Written and oral comprehensive exams are given. Certain courses in the Institute of Religious Education and Pastoral Ministry, including those offered in the summer, as well as courses in the schools of the Boston Theological Institute, may be used to fulfill the credit requirements.

### M.A. in Biblical Studies

The goal of the program is to acquaint the students with the results of research into Biblical literature, history, exegesis and theology, and with

the methods proper to these approaches. This program is designed for those who wish to lay a foundation for work in teaching, preaching or ministry, and for those anticipating further study in Bible or theology. Students will specialize in either Old or New Testament.

Thirty-six credits will be required for the M.A. Students will complete six courses in their testament of specialization and two in the other testament. Two courses may be devoted to any aspect of communication of the word, hermeneutics or application of the Bible to contemporary problems. An M.A. thesis or major paper may substitute for six of the credit requirements.

Certain courses in the Institute of Religious Education and Pastoral Ministry, including those offered in the summer, as well as courses in the schools of the Boston Theological Institute, may be used to fulfill the credit requirements.

The student must acquire a solid basic knowledge of the original language of their testament (Hebrew or Greek). Students may prove their competence by passing a test administered by the faculty. Students must also fulfill the ordinary M.A. requirement in either French or German.

Students will be tested in three areas of the Bible: history, literature and theology. Examinations will be both written and oral. Students may arrange to write an M.A. thesis or to do a major research paper as part of the examinations.

The Theology Department also cooperates with the Institute of Religious Education and Pastoral Ministry and the graduate Department of Education and the School of Management in offering the M.Ed. in Religious Education, the Certificate of Advanced Educational Specialization in Religious Education, the M.A. in Pastoral Ministry, the joint Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.), and the Ph.D. in Religion and Education. See, above, the section: Institute of Religious Education and Pastoral Ministry.

### Doctoral Program

The Department of Theology offers two Ph.D. Programs, and sponsors several Institutes.

### B.C.-A.N.T.S. Ph.D. in Theological Studies

In a Joint Doctoral Program with Andover Newton Theological School, the Boston College Department of Theology offers the Ph.D. in Theological Studies.

The Joint Doctoral Program in Theological Studies has as its goal the formation of theologians able to offer intellectual leadership to the academy, to the church, and to society. Accordingly, the program aims at nourishing a community of scholarly conversation, research and teaching which is centered in the study of Christian life and thought, past and present, in a way that contributes to this goal.

The Program is founded on the conviction that theology is an enterprise that invites the integration of Christian commitment and participation in communities of faith with pursuit of the highest standards of academic inquiry. The question of how this invitation informs the studies which such an enterprise involves is part of that ongoing conversation which the program seeks to foster.

The Program belongs, equally, to two schools, each of which is rooted in and committed to a



theological tradition: the Reformed tradition at Andover Newton Theological School and the Roman Catholic tradition at Boston College. It has as one of its intrinsic components a call for critical and constructive dialogue, both with other theological positions and with contemporary civilization.

Creative theological discussion and specialized research today requires ecumenical, interdisciplinary, and cross-cultural cooperation, especially in the quest for common theological and philosophical foundations.

The program thus endeavors to provide its students with an education that is integrative rather than narrowly specialized, and one that is set within the context of the Christian church in all of its ecumenical and confessional diversity, and in its relation to contemporary culture. The program is thus "confessional" in nature and theology is done as "faith seeking understanding."

The Joint Doctoral Program is rigorous in its demands that the students master the Christian theological tradition, and probe critically the foundations of various theological positions. Students are expected to master the tools and techniques of research, and so to organize and integrate their knowledge as to make an original contribution to theological discussion.

The program hopes to prepare students for both academic vocations and other ministries, such as church administration, theological renewal and new ministries, where theological expertise is increasingly felt to be necessary.

**Areas of Specialization** are: History of Christian Life and Thought, Systematic Theology, and Christian Ethics.

Concentration in the History of Christian Life and Thought examines historical forms of Christian faith, theology and doctrine, behavior, ritual, and institutional development, as well as the problems connected with the assumptions of historical re-construction. The area of Systematic Theology is the contemporary intellectual reflection on the Christian mysteries as an interrelated whole. Christian Ethics brings the sociology of religion and Christian social ethics together as ways of exploring and giving normative guidance to involvement of the church in culture and society. A minor in Biblical studies is also offered.

Among the more distinctive features of this program are the Graduate Colloquia. These bring together in a regular seminar students from all areas of specialization with faculty members from the various fields in order to study the great books of the Christian theological tradition, and thereby examine (1) the fundamental presuppositions out of which the major cultural and social developments of the tradition emerged, and (2) the roots of disciplinary study which are presupposed by disciplinary work.

The combination of a Protestant school of divinity and a Catholic University, within the larger possibilities of the Boston Theological Institute, produces faculty and library resources very favorable for study.

The language examinations, testing the student's proficiency in reading two languages important for the student's research, must be passed before admission to the comprehensive examinations.

Students admitted to the program will have completed the M.Div. or equivalent degree, or will have completed a bachelor's program with a strong background in religion, theology and/or philosophy.

Students are required to take six courses in their major field of concentration, two to four in their minor and two in each of the other two fields of study. Both written and oral examinations will be given in the candidates' major and minor fields of study.

#### **B.C.-Weston Ph.D. in Theological Ethics**

In a Joint Doctoral Program with Weston School of Theology, the Department also offers a Ph.D. in Theological Ethics. The program prepares its graduates for teaching and research positions that call for specialization in Roman Catholic theological ethics or moral theology. It also includes the ecumenical study of major Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics. In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It has a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective, and encourages attention to the global and multicultural character of Roman Catholicism.

The language examinations, testing the student's proficiency in reading two languages important for the student's research, must be passed before admission to the comprehensive examinations.

Students admitted to the program should have completed the M.Div. or equivalent degree; a Master's degree in religion, theology, or philosophy, or a bachelor's program with a strong background in religion, theology and/or philosophy.

#### **Religious Education-Pastoral Ministry**

See separate listing under Religious Education and Pastoral Ministry section.

#### **Institute of Medieval Philosophy and Theology**

In conjunction with the Joint Doctoral Program with Andover Newton Theological School, the Department is linked to the Institute of Medieval Philosophy and Theology. The institute is a center that unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in medieval philosophy and theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments. The focus of the institute is the relationship between medieval philosophy and theology and modern continental philosophy and theology. The concentration of the philosophy and theology departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between medieval and modern philosophy and theology is well established.

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the institute offers graduate student fellowships and assistantships, sponsors a speakers program, runs a faculty-student seminar to

investigate new areas of medieval philosophical and theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

#### **The Lonergan Center**

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) have a focus in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. The Center is on the fourth level of Bapst Library and is open during regular hours as posted. The director is Professor Charles C. Hefling, Jr.

Boston College sponsors the Lonergan Institute, which provides resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J.

#### **Joseph Gregory McCarthy Lecture Series**

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues during his or her visit to Boston College.

The 1992-1993 Joseph Gregory McCarthy Visiting Professor is Professor René Girard. The 1993-1994 Joseph Gregory McCarthy Visiting Professor is Professor Leon Kass. Additional details about the 1992-1993 and 1993-1994 Joseph Gregory McCarthy Lecture Series can be obtained from the Department of Theology.

#### **COURSE OFFERINGS**

##### **TH 350 Gospel of Matthew (F: 3)**

A detailed study of Matthew as a literary and theological work with special attention to its setting in first century Judaism and Christianity and its relationship to the other gospels. Matthew's implications for Christian thought and behavior will be stressed. An introductory course in Biblical studies is presumed. *Anthony J. Saldarini*

##### **TH 356 The Book of Psalms (F: 3)**

This course deals with the Psalms and their meaning for today. In the process, samples of psalms from the various categories will be analyzed in terms of structure and theology. Literary qualities will also be considered. *Philip J. King*

##### **TH 357 Pauline Tradition (F: 3)**

An introduction to Paul's letters, this course surveys the major theological themes in the letters and the socio-religious setting of the Pauline churches. The second half of the semester is devoted to a close reading of 1 Corinthians with emphasis upon historical studies of ancient Corinth, rhetorical analysis of the text and the social dynamics of an early Christian community. *Pheme Perkins*



**TH 359 Gospel of Mark (S: 3)**

Exegesis of the Gospel of Mark for students needing an introduction to modern biblical interpretation. Study of the literary composition of Mark will be combined with discussion of religious issues raised in the gospel narrative such as the picture of Jesus as powerful healer and suffering Son of God, discipleship as service, and Jesus' challenge to established tradition. *Pheme Perkins*

**TH 378 Jesus in Story and History (F: 3)**

A literary and historical study of Jesus of Nazareth. An extensive literary-critical analysis of the diverse portrayals of Jesus in the canonical Gospels will be followed by an examination of modern historical-critical attempts to reconstruct the historical Jesus behind literary/theological accounts. *John A. Darr*

**TH 392 Christian Initiation: Baptism (F: 3)**

The evolution of the ritual structure of Christian initiation including conversion, catechumenate, and the rites of baptism/confirmation, from New Testament evidence to contemporary practice. Analysis of the ritual structure of the RCIA and its theological ramifications. *Pamela Jackson*

**TH 393 Christian Initiation: Eucharist (S: 3)**

The emergence of Eucharistic patterns of worship from early Christian liturgies to the reforms of Vatican II. Structural analysis of, for example, Jewish meal prayers, New Testament evidence, *Didache*, *Apostolic Tradition*, *Apostolic Constitutions* and other fourth-century sources, the *Liturgy of St. John Chrysostom*, Roman sacramentaries and *ordines*, the reformed Eucharistic rites of Protestant and Catholic Reformations and Vatican II. The analysis will be based on primary source materials in translation. *Pamela Jackson*

**TH 408 Christian Ethics and History (S: 3)**

Analysis of the emergence and development of the notion of historical consciousness or the so-called "historical approach" to the study of human life and thought. The rise of historical theology and its different expressions from the end of the nineteenth century to the present. This course is also of interest to students in Political Science. *Ernest Fortin, A.A.*

**TH 425 (CL 323) Seminar in Greek Patrology (F: 3)**  
*Prerequisite:* Greek

A critical and philological examination, in the original, of a genre, author, problem, or period in the history of Greek patristic literature. This semester will be devoted to the study of John Chrysostom. *Margaret A. Schatkin*

**TH 431 (ED 632) Psychology of Youth Religious Development (F: 3)**

See course description under Institute of Religious Education and Pastoral Ministry. *Margaret Gorman, R.S.C.J.*

**TH 432 (ED 839) The Psychology of Adult Religious Development (S: 3)**

See course description under Institute of Religious Education and Pastoral Ministry. *H. John McDargh*

**TH 433 Fundamental Ethics (S: 3)**

This course is designed for students in the IREPM and for graduate students in theology who wish to pursue the foundations of ethics as envisioned in the Catholic Tradition. It will con-

cern itself with the following areas: the impact of Vatican II on Moral Theology, the nature of the good, the nature of the human person and his/her acts, the nature and importance of moral norms, the role of personal conscience vis-a-vis the Hierarchical Magisterium. *James O'Donohoe*

**TH 442 Religion in the United States (F: 3)**

An historical survey of the religious, theological and institutional developments of the major Christian, Jewish, and civil religious traditions in the United States. *Thomas Wangler*

**TH 443 Faith of American Catholics (S: 3)**

This course will treat the various ways in which Catholics have believed the Catholic faith in the United States, by examining catechisms, hymnals, liturgical and devotional literature, church architecture and decoration, and so on. A major interest of the course will be the ways in which Catholics dealt with symbols of the nation and civil religion. *Thomas E. Wangler*

**TH 444 (HS 401) Reformation (S: 3)**

See course description under HS 401.

*Virginia Reinburg*

**TH 445 Faith and Reason in the Middle Ages (F: 3)**

This seminar studies the relationship between faith and reason in the Medieval context as defined by the work of St. Thomas Aquinas. First a systematic overview of how he understands the relationship of faith and reason will be presented. This systematic presentation will then be illustrated in reading his commentary on the Gospel of St. John. Finally, the debates concerning Divine eternity and the eternity of the world will provide a context for understanding how the synthesis of faith and reason in Aquinas began to dissolve, setting the stage for subsequent developments and eventually the conflicts between reason and faith. *Matthew L. Lamb*

**TH 473 Theology of Church (S: 3)**

See course description under Institute of Religious Education and Pastoral Ministry.

*Robert Imbelli*

**TH 498 Theology of Christian Mysticism (S: 3)**

This course focuses upon the essence of Christian mysticism as a way of life involving the person's purification by, illumination by, and eventual union with the God of love by examining Old Testament and New Testament mysticism as well as the mysticism and/or mystical theology of 55 figures in the Christian tradition from Origen to Karl Rahner. *Harvey Egan, S.J.*

**TH 503 On the Incarnation (S: 3)**

This course aims at a systematic understanding of the person of Christ—who he was and is—in light of doctrinal development and contemporary exigences. It will raise the question of the Incarnation in light of soteriology, and thus to some extent presupposes TH 511, "On the Redemption," but may be taken separately. Previous work in New Testament is expected, and courses on any of the following will be helpful: the Trinity, grace, Christology, political theology. *Charles C. Heffling, Jr.*

**TH 510 On the Trinity (S: 3)**

An introduction for those who have wondered about God as Three in One: a schematic outline, in lecture format, of the historical development

of the trinitarian doctrine with discussion of a possibly relevant systematic understanding of it (the psychological analogy). Required readings from J.N.D. Kelly, *Early Christian Creeds*; B. Lonergan, *Verbum, Word and Idea in Aquinas*; K. Rahner, *The Trinity*. *Frederick Lawrence*

**TH 511 On the Redemption (F: 3)**

This course aims at a systematic understanding of redemption—a soteriology—in light of doctrinal development and contemporary exigences. It concentrates on the interrelation of the work and the person of Christ and thus complements TH 503, "On the Incarnation," but may be taken separately. Previous courses on any of the following will be helpful; the Trinity, grace, Christology, political theology. *Charles C. Heffling, Jr.*

**TH 516 Fundamental Theology (S: 3)**

The foundations and principles of the theological sciences: Revelation, God, the world, man and woman. Scripture (the canon, inspiration and inerrancy, biblical hermeneutics) and its relationship to tradition. Belief. Authority. Church.

The course will include or allow for the study of such issues as: the crisis in the language of faith; the "God is Dead" theology; secularization theology; the historical Jesus problem; theology and method; the academic, historical and cultural presuppositions and conditions of theology; the Bible and theology; the Bible and ethics, historicity, historical consciousness and theology; doctrinal development; theology and the world; theology and the social sciences; theology, the theologian and the Church; the nature of religious authority; the problems of belief in the modern world, etc. *Robert J. Daly, S.J.*

**TH 525 Medieval Theology I (F: 3)**

A study of the Biblical, patristic, and philosophical sources of medieval theology and an examination of the argumentation in medieval sources for the development of theology as a university discipline. *Stephen F. Brown*

**TH 530 Field Education and Supervised Practicum in Pastoral Ministry (S: 3)**

See course description under Institute of Religious Education and Pastoral Ministry *Claire Lowery*

**TH 532 Art of Pastoral Counseling (S: 3)**

See course description under Institute of Religious Education and Pastoral Ministry *Claire Lowery*

**TH 538 Directed Research in Pastoral Ministry (F, S: 3)**

See course description under Institute of Religious Education and Pastoral Ministry *Claire Lowery*

**TH 540 Life of a Mystic: St. Ignatius (F: 3)**

Series of lectures on the life and personality of St. Ignatius of Loyola, mystic and founder of the Jesuits, as a basis for considering the relationship between his intense spirituality and mystical experiences and psychodynamic factors. Lectures will be followed by discussion. The objective is to consider aspects of the psychology of mystical experience in the life context of a great mystic. *William W. Meissner, S.J.*



**TH 541 Cultic Process and the Origin of Christianity (S: 3)**

This course deals with the nature of the cultic process and its role in understanding the emergence and early development of Christianity. Historical and cultural aspects are treated in relation to psychological factors and dynamics. Lectures accompanied by readings and discussion.

*William W. Meissner, S.J.*

**TH 542 Buddhist Systems of Meditation and Philosophy (F: 3)**

An exploration of the synergistic relationship between meditational practices and philosophical theories in several distinct Buddhist traditions of India, Tibet and China (e.g., Theravada, Madhyamika, Tibetan dGe lugs and bKa' rgyud, Chinese Ch'an, and Pure Land), based on readings of primary sources in translation. No background in Buddhist studies required. Students will be encouraged to raise comparative issues, particularly concerning the relationship between Christian doctrines and contemplative practices.

*John Makransky*

**TH 543 Evaluation and Interpretation of Documents of the Magisterium (F: 3)**

It is a distinctive aspect of Catholic theology that it attributes an authoritative role to the teaching of the *Magisterium*. This course will treat the principles to be applied in evaluating and interpreting the documents issued by the various organs of the *Magisterium*.

*Francis A. Sullivan, S.J.*

**TH 544 The Development of Christian Thought on Salvation Outside the Church (S: 3)**

This course will treat the history of Christian thought about salvation "outside the church" with a view to understanding the factors that have influenced the development from the negative pronouncements of earlier ages to the optimism characteristic of modern Catholic thought on this issue.

*Francis A. Sullivan, S.J.*

**TH 545 The Spiritual Disciplines of Buddhists in Asia (S: 3)**

A study of several spiritual disciplines through which Buddhists in Asia have sought salvific wisdom, compassion and inspiration, with particular emphasis on Mahayana traditions: e.g., ethical disciplines, meditations on compassion, devotional practices, rituals, pilgrimage, soteriological experiences and processes. No background in Buddhist studies required. Students will be encouraged to raise comparative issues, particularly concerning the spiritual disciplines of Christianity.

*John Makransky*

**TH 553 Feminist Ethics I (F: 3)**

*Prerequisite:* One course in Women's Studies or equivalent.

Analysis of the emerging feminist ethos as distinct from "feminine" morality defined by sexually hierarchical society. Examination of the unholy trinity: rape, genocide, war. Special attention will be given to the problem of overcoming the unholy sacrifice of women through individual and participatory self-actualization. The course will explore the problem of redefining "power" and "politics" through the process of living "on the boundary" of patriarchal institutions.

*Mary Daly*

**TH 554 Feminist Ethics II (S: 3)**

*Prerequisite:* One course in Women's Studies or equivalent.

The course will reflect upon and be part of the process of transvaluating values in the women's consciousness and action. We will explore the problem of breaking old habits ("virtues" and "vices") instilled through patriarchal teachings and practices. We will consider specific manifestations of sexual politics in religion, language, education, the media, medicine, and law. May be taken separately from TH 553.

*Mary Daly*

**TH 565 Mythical Patterns of Patriarchy I (F: 3)**

*Prerequisite:* One course in Women's Studies or equivalent.

Analysis of patriarchal religious myths and symbols which overtly and subliminally affect belief and behavior in society. We will consider the social constructions of reality that are engendered and legitimized by such myths and symbols. The course will include an analysis of secular incarnations of patriarchal religious myth, especially in the professions and in the manifestations of phallotechnology.

*Mary Daly*

**TH 566 Mythical Patterns of Patriarchy II (S: 3)**

*Prerequisite:* One course in Women's Studies or equivalent.

A study of mythic Goddess-murder (e.g., the Babylonian creation myth) and societal reenactments of such myths in the ritual atrocities in modern technocracy as well as in pretechnological societies. We will focus on the mythic and theological archetypes and other "sacred canopies" of legitimation which have justified such atrocities as Indian suttee, Chinese footbinding, African initiation rites, European witchburning, abuses in modern medicine, animal experimentation, and the rape of the planet through nuclear and chemical contamination. May be taken separately from TH 565.

*Mary Daly*

**TH 561 Christian Ethics and Social Issues (S: 3)**

Methods and sources for Christian ethical analysis, decision making, and policy formation in the areas of religious liberty, economic justice, human rights, and war and peace; the role of Christians and the ministry of the church in the political sphere.

*David Hollenbach, S.J.*

**TH 567 Christian Perspectives on Bioethics (S: 3)**

The relation between Christian theology and moral analysis will be investigated via biomedical dilemmas. Possible topics include abortion, euthanasia, definitions of death, seriously abnormal newborns, genetic counseling, reproductive technologies, distribution of health care resources. Books by major Christian theologians will be selected, e.g., Richard McCormick, Paul Ramsey, and Daniel Callahan (philosopher).

*Lisa Cabill*

**TH 580 Natural Law (F: 3)**

An analysis of the origin and various forms of the Christian natural law doctrine. Emphasis on early Christian and medieval authors. Natural law and history. The contemporary critique of natural law. This course is also of interest to students in Political Science.

*Ernest L. Fortin, A.A.*

**TH 589 Rebirth of Utopia (F: 3)**

*Prerequisites:* One course each in Theology, Philosophy, and Political Science.

Analysis of the imaginary aspects of utopian texts and integration of the imaginary with social criticism. Two utopian texts in each of the constitutive dimensions of society (family, education/culture, economics, politics) describe fundamental social options. The relationship between the imagination, and the options it uncovers, becomes a platform on which to discuss the relation of theology to ethics, and of theory to practice.

*James Rurak*

**TH 605 Integrative Colloquium: Theology and Pastoral Practice (F: 3)**

See course description under Institute of Religious Education and Pastoral Ministry.

*Claire Lowery*

**TH 610 (ED 636) Biblical Spiritualities for the Educational Ministry (S: 3)**

See course description under Institute of Religious Education and Pastoral Ministry

*Mary C. Boys*

**TH 717 (ED 635) The Education of Christians: Past, Present and Future (S: 3)**

See course description under Institute of Religious Education and Pastoral Ministry.

*Thomas Groome*

**TH 739 Christology (F: 3)**

See course description under Institute of Religious Education and Pastoral Ministry.

*Robert Imbelli*

**TH 762 Christian Ethics: Major Figures (F: 3)**

A study of the relation between theology and ethics in major representatives such as Augustine, Aquinas, Luther, Calvin, Menno Simons, Reinhold Niebuhr, and papal encyclicals. Special attention to uses of Scripture, war and peace, and marriage/sexuality. Will serve as a basic introduction to ethics at a graduate level.

*Lisa Cabill*

**TH 816 (ED 539) Christian Ministry: Education for the Kingdom (F: 3)**

See course description under Institute of Religious Education and Pastoral Ministry.

*Thomas Groome*

**TH 826 Introduction to the Old Testament (Graduate) (F: 3)**

An introduction to the history, religion, and literature of ancient Israel. The course will combine lecture and discussion with discussion sessions aimed particularly at acquainting students with the methodological approaches current in biblical scholarship. *Enrollment limited to 20 students.*

*J. Cheryl Exum*

**TH 827 Introduction to the New Testament (Graduate) (S: 3)**

Historical, sociological and literary methods are introduced, evaluated and applied to canonical texts. Special attention is given to issues of unity/diversity in early Christian thought and the relevance of Scripture to modern faith.

*John Darr*

**TH 828 The Bible and Feminist Criticism (S: 3)**

The study of women in ancient literature cannot become anything other than the study of men's views of women while remaining within the boundaries of the literary text itself. Using an approach that steps outside the ideology of the biblical text, we shall seek to recover women's stories from the more cohesive stories of their fathers, husbands, and sons. The course will draw



on contemporary feminist literary theory to critique the dominant androcentric perspective of the biblical narrative and to reconstruct versions of women's stories from the submerged strains of their voices in men's stories. *J. Cheryl Exum*

**TH 830 (ED 731) Praxis of Religious Education (S: 3)**

See course description under Institute of Religious Education and Pastoral Ministry.

*Thomas Groome*

**TH 855 Systematic Theology I (F: 3)**

Systematic theology explores the Christian faith as an organic whole, the full range of the Christian mysteries, their inner coherence and harmony, their intelligible relationships to each other and to the totality of the Christian faith, ordering principles, and the like. First semester will focus upon the Karl Rahner anthology, *The Content of Faith* (available in xerox) and the Rahner/Vorgrimler *Dictionary of Theology*.

*Harvey Egan, S.J.*

**TH 856 Systematic Theology II (S: 3)**

Building upon the work done in TH 855, "Systematic Theology I" on Karl Rahner's theology, this seminar will introduce us to some of the major texts constituting the traditions of Catholic systematic theologies. After an historical overview, participants will trace the ways in which creeds and doctrines emerged from Scripture and Gospels, then the development of more systematic readings (lectio) and questions (quaestio), leading to the Medieval *Summae*. After sketching the late Medieval, Reformation and Counter-Reformation systematic efforts, the challenges of modern empirical sciences and historical consciousness will be studied in the responses to these challenges in the systematic theology of Bernard Lonergan.

*Matthew Lamb*

**TH 859 Lonergan's Method in Theology (F: 3)**

A close reading of the text, in light of Lonergan's published and unpublished writings on theological method. Some acquaintance with *Insight: A Study of Human Understanding* will be presumed. The course will be offered as a seminar. *Enrollment limited to 12.*

*Charles C. Hefling, Jr.*

**TH 862 The Rise and Meaning of Modern Atheism (S: 3)**

The rise of modern unbelief takes its intellectual origins from the strategies employed by theologians and philosophers of the early modern period to counter a putative atheism. This course proposes to attend briefly to these origins, but then to examine the development of modern atheism as its arguments were engaged by the theologians and philosophers of the nineteenth century and to explore the question of how responsible theistic orthodoxy was for dialectically generating its own denial.

*Michael J. Buckley, S.J.*

**TH 885 Life, Structure, Thought in the Christian Community to 1500 (F: 3)**

A one-semester survey of major themes in the history of Christianity to 1500. Topics for study and discussion will include the development of church organization and structure; monasticism; forms of religious dissent and reform; spirituality; pastoral care and popular piety.

*Patricia DeLeeuw*

**TH 888 Master's Interim Study (F: 0-S: 0)**

For those students who have not yet passed the Master's Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required.

**TH 891 Liberation Theology and Social Ethics (F: 3)**

Graduate seminar structured to facilitate a careful analysis and evaluation of central texts in Christian liberation theology. Primary emphasis is on Latin American liberation theology but others, such as Afro-American and feminist liberation theology, will be considered as well. Attention is given to theological, philosophical, social scientific, and methodological concerns. Topics include conceptions of God, Christology, magisterium, love and justice, revolutionary violence, eschatology, economic implications. Major counter-arguments to liberation theologies will also be considered.

*Stephen Pope*

**TH 895 The Common Good (F: 3)**

An examination of the meaning of the common good in several classical authors, and of recent efforts to retrieve and reconstruct it in philosophical, theological, and political ethics; the meaning of solidarity in societies that are at once pluralistic and interdependent.

*David Hollenbach, S.J.*

**TH 899 Readings and Research (F, S: 3)**

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member. Professor's written consent, on a form secured from the department, must be secured prior to registration.

*The Department*

**TH 901 (ED 735) Traditions of Religion and Education (F: 3)**

See course description under Institute of Religious Education and Pastoral Ministry.

*Mary C. Boys*

**TH 983 Second Year Graduate Colloquium (S: 3)**

Limited to, and required of, students in the BC-ANTS Joint Doctoral Program in their second year of residency. All second-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

*Pheme Perkins*

*S. Mark Heim*

**TH 990 First Year Graduate Colloquium (S: 3)**

Limited to, and required of, students in the BC-ANTS Joint Doctoral Program in their first year of residency. All first-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

*Pheme Perkins*

*S. Mark Heim*

**TH 998 Doctoral Comprehensive (F: 0-S: 0)**

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required.

**TH 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of the university facilities (libraries, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

**Institute Courses**

See Institute of Religious Education and Pastoral Ministry section.

## UNIVERSITY COURSES

The course listed below is an interdisciplinary course taught by William Meissner, S.J., the University Professor of Psychoanalysis. This course is of interest to graduate students in various disciplines.

**UN 876 Psychoanalytic Forum Lectures (F: 3)**

A series of lectures which deals with various aspects of psychoanalysis in dialogue with the academic disciplines. This year-long course involves attendance at each of the lectures in the Psychoanalytic Forum Lecture Series. A formal meeting following each lecture will be arranged with the instructor for discussion and reading assignments. An extensive paper will be required at the end of the course.

*William W. Meissner, S.J.*



# THE WALLACE E. CARROLL GRADUATE SCHOOL OF MANAGEMENT

## **The Master in Business Administration Program**

The M.B.A. program provides mature men and women with a broad professional education that prepares them for management careers in business and other sectors of society. The Boston College M.B.A. program demands mastery of technical and analytical skills but treats these as necessary but not sufficient characteristics of effective management education. In addition, Boston College seeks to cultivate in the men and women it selects an orientation towards responsible, inquiring action. The program emphasizes development of action skills necessary to implement decisions and to learn from experience on a continuing basis, as well as an appreciation of human values and the importance of ethical behavior in management. The integration of concerns for technical competence, action effectiveness, and ethical values helps to define the distinctive character of the Boston College M.B.A. program.

## **Master of Science in Finance**

The Master of Science in Finance program offers advanced financial training designed to build upon a Bachelor's or Master's degree in Business Administration with minimal course overlap. The program will prepare candidates for application of advanced financial theory and practice, including current quantitative frameworks in financial analysis as they apply to a wide range of complex financial management problems. Candidates for the M.S. in Finance typically will have an undergraduate or graduate degree in management. While the ideal candidate has had at least two courses in Finance, consideration will be given to advanced work in accounting or economics. Applicants' quantitative skills will be weighted heavily in the admission decision.

The M.S. in Finance program is comprised of eight required and two elective courses, each worth three credits. This ten-course schedule is designed for completion in two years of part-time study, including one summer, or one year of full-time study.

## **Ph.D. in Management with a Concentration in Finance**

Boston College offers a Ph.D. in Management with a concentration in Finance. Beyond providing students with a solid training in financial theory and quantitative research methods, the program is designed to give students the conceptual foundation, motivation, and academic skills necessary to excel in scholarly research and teaching.

## **Ph.D. in Management with a Concentration in Organization Studies**

Boston College offers a Ph.D. in Management with a concentration in Organization Studies. The program is designed to provide the knowledge of theory and research methods, as well as the practical skills to enable the student to become a productive scholar and an excellent teacher.

The intellectual theme of the program emphasizes organizational transformation, which refers to fundamental changes in organizations that influence their character and effectiveness. This theme reflects the faculty's view that organizations in the 1990s and beyond will face fundamental change at a faster pace than ever before, and organization members will need new knowledge and skills to make such changes constructive.

The student is expected to be in full-time residence at the University for three years in order to complete course requirements and a dissertation. Financial support as well as tuition remission is available for students who serve as research and teaching assistants while in residence.

A separate brochure is available describing the program, prerequisites, and application procedures in detail. For further information, call 617-552-3955.

## **Joint J.D.-M.B.A. Program**

The Graduate School of Management and the Law School at Boston College offer a joint J.D.-M.B.A. Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Joint J.D.-M.B.A. degree candidates are billed at the Law School tuition rate for their first year at the Law School and at the GSOM rate for their first year in the M.B.A. program. They are billed at the Law School rate for their final two years of the program (during which time they take the equivalent of three semesters' work at the Law School and the equivalent of one semester at GSOM). Students interested can obtain detailed information from the respective Graduate Deans' offices.

## **Joint M.S.W.-M.B.A. Program**

The Graduate School of Management and the Graduate School of Social Work offer a joint M.S.W.-M.B.A. Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the M.B.A. program is given toward the M.S.W. degree, and, similarly, credit for one semester's courses in the M.S.W. program is given toward the M.B.A. degree. Both degrees can thus be obtained within three academic years, rather than the four required for completing the two degrees separately. Joint M.S.W.-M.B.A. degree candidates are billed at the GSSW rate for their first year in the M.S.W. program and at the GSOM rate for their first year in the M.B.A. program. They are billed course by course in their final year of the program (during which time they take the equivalent of one semester's work at each school). Students interested can obtain more detailed information from the respective Graduate Deans' offices.

## **Joint M.B.A.-Ph.D. in Sociology Program**

The Graduate School of Management and the Department of Sociology at Boston College have a joint M.B.A.-Ph.D. program. To enter this program, students must be independently admitted to both schools. The joint degree program requires approximately one year less course work than the two degrees taken separately. Joint degree candidates complete 42 credits at GSOM rates and 39 credits and a doctoral dissertation in the Department of Sociology. Interested candidates can obtain more detailed information from the Graduate Deans' offices.

## **Semester in Spain**

Boston College maintains an international student exchange program with Icade University in Madrid, Spain. Students selected to participate in the program spend the fall semester of the second year at the Madrid campus. They may also spend the preceding summer in Spain in an intensive language instruction program. Students who successfully complete the program abroad receive credit for four courses.

## **Special Study**

In some instances, students may wish to pursue specific areas which are not included in the regular program of study. In the second half of the program, therefore, there are options available to meet this need:

1. *Thesis Option:* The thesis program provides an opportunity for the student to work independently on a specific problem of his or her choice: a) selecting and defining the problem; b) gathering, organizing, and evaluating the information; c) interpreting the results and reaching sound conclusions; d) preparing clear, logical written presentations; and e) defending his or her position in an oral examination. It is significant to point out that this research approach, wherein the student performs largely on his or her own initiative, closely parallels the kind of responsible assignment given to professional managers. The thesis, administered through MH 891 and MH 892, offers six credits.

2. *Independent Study Project:* A student may propose to a faculty member an independent study project, the satisfactory completion of which will substitute for elective credits in the second level of the curriculum.

To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and the Graduate Dean.

3. *Research Teams:* On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors.



## Teaching Methods

The quality of an educational program is reflected not only in the soundness of its curriculum but also in the effectiveness of its teaching methods. The M.B.A. program does not identify one method of teaching as the most effective medium for graduate instruction. Course content and individual teaching styles are important factors which suggest the use of several different teaching methods. In this regard, we recognize the privilege and the deep responsibility of the individual professor to choose his or her own method of instruction: seminar, case method, simulation, lecture plus group discussion, work groups, or other combination of methods he or she considers most effective for his or her course.

Generally speaking, course work will involve considerable analysis and discussion of business problems. Student effort in courses will involve both substantial pre-class preparation and active participation in class discussions. At the graduate level, a student is capable of reading and understanding most of the text material without instructional guidance. Class time, therefore, is concerned with the application of the text material to specific business problems, rather than a review of textbook assignments. As a result, academic performance is measured not so much on memory-based examinations but on the student's demonstrated ability through businesslike reports, class discussion, and oral presentations to apply his or her knowledge to the solution of business problems.

While individual business problems, cases and examples are used as a means of providing active student participation in the learning process, it is important to note that our objective is not to teach specific problem solutions, but rather to develop in the student a growing awareness of the broader principles of managerial problem-solving and decision-making.

## M.B.A. Program Options

The full-time option is a two-year program, comprising fifty-four credits. Thirty credits are earned during the first year in the core curriculum required of all students. The remaining twenty-four credits (eight semester courses) are earned during the second year. Six of these eight courses are open to the student's election, with most students choosing to concentrate four of their electives in an area of specialization such as marketing or finance (see Elective Offerings and Concentrations). The final two *capstone* courses in Strategic Management are required of all students and serve to integrate the program as a whole.

The part-time program is generally completed in three and a half or four years and comprises fifty-four credits. In the part-time option, students generally attend classes two evenings a week and often take a course during the summer session. Their program is similar to that for full-time students—the core curriculum followed by six electives and the two capstone courses in Competitive Strategic Management and Environmental Strategic Management.

The program is designed for people with: broad liberal arts backgrounds; engineering, mathematical and scientific educations; education, nursing and business undergraduate degrees.

The program is also designed to be of interest to students who already hold relevant graduate degrees in fields other than management. For Ph.D. and J.D. degrees as many as twelve advanced standing credits may be offered. For Master's degrees as many as six advanced standing credits may be offered. M.B.A. candidates may be allowed up to four courses (12 credits) for work satisfactorily completed at other AACSB accredited schools.

## Accreditation

The Boston College Wallace E. Carroll School of Management is fully accredited by the American Assembly of Collegiate Schools of Business. The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

## The Core Curriculum

The core curriculum introduces the student to the functional areas of business. Concurrently, the core focuses on the development of analytical and decision-making skills and pays considerable attention to interpersonal skills and reflective management practices. Throughout the M.B.A. experience students are encouraged to treat the program itself as an organizational setting in which they and the faculty have responsibilities to enact and observe effective managerial practices and criticize, humanely, ineffective practices.

For example, students will write a paper analyzing their own managerial effectiveness as members of study groups. Later they will be asked to define and complete a major research project. The research projects will vary widely, some focusing on quantitative problems, some on systems design, some on interpretations of the actual activities observed in a live organizational setting, and others on solving specific problems for clients in the Boston area. These projects are presented to the faculty and students at the end of the year. Awards are given in recognition of excellence and achievement.

The core curriculum includes three-credit courses in Economics, Accounting, Finance, Statistics, Computing and Information Systems, Marketing, Operations Management, International Management, Organizational Behavior, and Perspectives on Management. All students must complete the core requirements.

The following short descriptions introduce these courses.

It is strongly recommended that students purchase or lease their own microcomputers and have competence in the use of its associated software, including word processing programs, spreadsheets and graphics programs. These and other programs will be used in the M.B.A. courses and should prove useful throughout a management career.

## Computer Information Systems

The advances made in information technology—primarily computers and communications—have been revolutionary. We are rapidly moving from an era of information scarcity to one of abundance; and an organization's ability to manage this abundance is an increasingly important issue. Thus, a major challenge facing management is the

effective creation and use of information and the systems that capture, structure and convey such information.

Organizations have frequently failed to achieve their goals because managers did not have sufficient conceptions of, and experience with, information systems and technology, their strategic use, and their relationship to strategic planning.

This course is a primarily non-technical one designed for executives and other managers who must resolve an often bewildering array of organization, resource allocation, integration, planning and performance issues involving information systems, which are critical to the success of their enterprises.

**MC 707-Computer Information Systems 3**

## Statistics

Statistical techniques are used in many management disciplines. The statistics course will consider mathematical and statistical methods useful for the analysis of business problems. Students will learn statistical techniques such as correlation, regression, hypothesis testing and analysis of variance.

**MD 705-Statistics 3**

## Accounting

New management technologies and changes in the business environment during the past two decades have caused managers to look anew at the traditional function of accounting. At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the reporting of information for use by persons and institutions outside the enterprise. In the second part of the course, the focus will be on the use of accounting information in managerial decision-making.

**MA 701-Accounting 3**

## Finance

*Prerequisite:* MA 701

This course deals primarily with the firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure, and working capital management. Also discussed are financial statement analysis and tools of planning and control. Some introduction is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

**MF 704-Finance 3**

## Operations Management

*Prerequisite:* MD 705

This course covers the concepts, processes, and managerial skills needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of the activity. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytic skills, especially in structured problem solving, and on recognizing both the strengths, limitations, and usefulness of management science approaches.

**MD 707-Operations Management 3**



### Organizational Behavior

Effective business decision-making and implementation require coordinated action on the part of many individuals within an organization structure having both formal and informal overtones. The course is designed to teach the behavioral skills necessary for individuals to become effective managers: to diagnose, implement, and change 1) individual human behavior, 2) group interaction, 3) leadership and power relations, 4) organization structure and design. The student discovers the nature of the patterns of individual, group, and organization behavior from case descriptions, organizational exercises, group discussions, and role-playing activities. Individual, group and organizational behaviors are considered from both the systems and historical perspectives.

**MB 709-Organizational Behavior 3**

### Marketing

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions and distribution. The third part of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

**MK 705-Marketing 3**

### Economics

The Economics course emphasizes the principles and relationships which form the basis for managerial decisions within the firm and projections of the economic environment outside the firm. Traditional micro-economic, macro-economic and international economic concepts are integrated by using a systems analysis approach. Application of economic theory to the solution of contemporary problems helps develop skills in taking managerial action.

**MD 700-Economics 3**

### International Management

In the international management course, students will identify and analyze those factors which create the unique characteristics of the international firm. Students will also learn how to solve specific categories of international business problems and how to take advantage of international business opportunities.

Specifically, the first part of this course deals with the environment of international business. The theory of foreign trade and investment, international monetary flows and institutions, relationships between governments and international firms, analysis of foreign cultures, problems of the developing countries and trade with communist countries are topics which will be explored.

The second part of the course will deal with entry into international business and with international investment strategy. Then the focus will turn to unique organizational issues in the international firm.

**MM 708-International Management 3**

### Perspectives on Management

Integrating all the core courses is Perspectives on Management, a course unique to the B.C. program, which provides an historical examination of management, as well as a forum for the discussion and development of action skills and the cultivation of personal values and ethics in the art of management.

The essential questions throughout are "What constitutes effective management?" and "How can one learn to become a more effective manager?"

**MH 702-Perspectives 3**

### The Experience of the Core Program

The foregoing course descriptions already suggest that the core program, whether taken on a full-time or on a part-time basis, is an intense experience. The core program is also an integrated experience, far more coherent than the different course descriptions can suggest. One source of integration is that special sessions in the full-time program and in the part-time program are reserved for integrative events and exercises. A second source of integration will be regular student study-group meetings to bring different points of view to bear on cases and theories. A third source of integration will be the management simulation and the field research projects undertaken as part of the Perspectives on Management course.

Throughout the core program, in classes and in the special integrative activities just described, students will repeatedly be put in the position of performing professionally, whether in terms of oral or written presentations or in terms of managing a group to accomplish certain tasks. Students will receive feedback about their managerial style and will be asked to experiment toward increasingly responsible and increasingly effective modes of management. The overall aim of the core curriculum is to prepare students not just to think effectively but to *act* effectively under conditions of complexity and uncertainty.

### The Required Capstone Courses in Competitive Strategic Management and Environmental Strategic Management

After completing the core courses, students take two integrative capstone courses in Strategic Management during the second half of their program, along with six elective courses.

#### Competitive Strategic Management

The *competitive* strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function it is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Case analysis of organizations of different types, sizes, industries, and stages of development provide the basis for determining organization strategies and policies under conditions of uncertainty and for developing the analytical, conceptual, decision-making, and human skills appropriate to the role of the general manager. The student is given ample opportunity to review different managerial philosophies and styles and the role that managerial values play in strategy for-

mulation. In this context, one is asked to ponder what one's own answer to the How-To-Manage question will be. The courses serve as an integrating experience for the M.B.A. Program in that they draw heavily upon and use much of the knowledge and skills developed in the core curriculum.

**MD 710-Competitive Strategic Management**

#### Environmental Strategic Management

Prerequisite: MD 710

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society. Through case analysis the student gains insight into the complicated interrelationships between the organization and its surrounding environment and learns skills useful in scanning and coping with that environment. Environmental analysis, by considering such topics as ideology and social contract, corporate power, corporate social responsibility, formulating corporate social policy, and social auditing, involves the student in designing managerial responses to deal with problems or issues posed by the social environment. In dealing with these problems and issues, both a societal and a managerial perspective is maintained. That is, society's needs, wants, and values are considered along with what should be the organizational and managerial responses. In this context, students develop awareness of the problems encountered when making decisions under conditions of value conflicts and learn about the role of the general manager as a linking pin between the organization and its environment.

**MD 711-Environmental Strategic Management**

### Elective Offerings and Concentrations

Beyond the core curriculum and the two integrative capstone courses, students take six free electives of which as many as four electives can be in a selected concentration area with the balance in other areas. Concentrations are offered in the following areas: Accounting, Computer Science, Financial Management, Marketing, Organizational Studies, Operations Management, and Strategic Management. The concentrations may include approved courses from other areas of the M.B.A. Program as well as approved courses offered by other colleges and schools of the University. An M.B.A. student may choose to tailor electives. Any student who wishes to do so may offer for consideration a package of logically interrelated subjects differing from any concentration specified—for example, in the areas of Public Management or International Management. Such a set will be accepted in satisfaction of the concentration requirement on written approval of the assigned faculty member in a concentration area which most closely relates to the student prospectus.



A thesis written by the student and approved by the faculty may be elected by the student. The thesis, administered through MH 891 and MH 892, offers six credits.

The elective courses available for concentrations are described in the Carroll Graduate School of Management Bulletin.

### Career Services

Few candidates arrive knowing exactly what careers they want to pursue. Even those who think they know where they are heading often develop new job objectives through exposure to the curriculum, to other students, faculty and opportunities made available by the Career Services Office.

The Career Services Office for the CGSOM program is located in Fulton Hall, Room 207 and is exclusively for the use of all full- and part-time CGSOM students. It is a major employment and counseling resource for all students. During the first year the Career Services Office aids students in obtaining summer positions, and in the second year, in obtaining permanent employment. This office helps students market themselves and develop effective salary negotiation skills. The Career Services Office assists in the preparation of student resumes. Second-year students are often contacted directly by prospective employers who may interview students on campus or at their organization.

Other career-related activities are specific career development seminars and workshops with representatives from business, government and various non-profit agencies. The Career Services Office keeps alumni and students in touch with one another via an active Alumni Career Advisory Service which currently lists two hundred M.B.A. alumni as members.

Personal career counseling is available to those who seek it either through meetings with the Director of Career Services or with some faculty who maintain a very special interest in student placement. Finally part-time students are always welcome to discuss possible career changes while still in the program and are encouraged to utilize the resources and services of the program and the University.

### ADMISSION TO THE M.B.A. PROGRAM

The Admissions Committee has the difficult task of selecting approximately 110 to 120 full-time applicants and 185 part-time applicants from a pool of 1,200 applications. The objective is to select people who have high potential for success as either professional managers or business entrepreneurs.

The most important tool in this selection process is the application itself because it provides the same basic information on all candidates while allowing each applicant the opportunity to present data unique to himself or herself. We are seeking candidates who are not only academically strong but who can benefit from the program and who will contribute significantly to the learning experience of their peers.

Work experience is not an absolute requirement for admission. However, full-time employment prior to enrollment strengthens the application.

The admission decision is based on a combination of factors rather than on any one factor. Consideration is given to a candidate's:

1. Academic record;
2. Score on the Graduate Management Admission Test;
3. Potential for leadership in business as evidenced in part-or full-time work experience, military service, community or extracurricular activities;
4. Statements on the application form concerning reasons for pursuing a professional course of study in management;
5. Letters of recommendation.

The Admissions Committee does not establish a required minimum undergraduate average for entrance into the program. However, the most recently enrolled class had an average GPA of 3.1 and a score of 570 or more on the Graduate Management Admission Test. Work experience is also regarded favorably by the committee. The admission decision is based on an evaluation of the total application rather than upon the academic record alone.

An application fee of forty-five dollars should accompany the completed application forms.

Applicants may request an informational interview with a member of the staff of the Carroll Graduate School of Management. Personal interviews are not a required part of the admission procedure and are viewed only as an opportunity for the applicant to become better acquainted with the program rather than as a screening device in the application process. In addition, information seminars are held regularly for both the full-and part-time programs. These allow prospective students to meet with current students, faculty and administrators to learn more about the program.

### Admission Procedure

The application form packet may be obtained by writing or telephoning: Office of Admissions, The Wallace E. Carroll School of Management, The Graduate School, Fulton 306, Boston College, Chestnut Hill, Massachusetts 02167. Telephone 617-552-3920.

Full-time students enter the M.B.A. program in September at the beginning of the fall semester. Part-time students enter either in September or in January for the spring semester. The application deadline for September admission is April 1 for full-time students. However, rolling admissions for the full-time M.B.A. program does not end until May 15. Deadline date for the part-time M.B.A. program is June 1 with rolling admissions ending July 2. The application deadline for January is November 15. However, applicants for September admission are urged to apply as early as possible.

### Graduate Management Admission Test

Applicants are required to take the Graduate Management Admission Test in business. This is an *aptitude* test to determine the applicant's potential for study in the field of business administration.

The Admissions Test is administered several times each year, usually in October, January, March, and June at test centers throughout the United States.

It is the responsibility of the applicant to make arrangements for taking the test. Complete information and application forms may be obtained in person from the Office of Admissions, Graduate School of Management, Fulton 306, or by mail from the Educational Testing Service, Box 966, Princeton, New Jersey 08540. 609-771-7330

### International Students

In addition to the admissions requirements listed above, the Carroll Graduate School of Management requires all international students for whom English is not the first language or who have not graduated from an American university, to take the Test of English as a Foreign Language (TOEFL). Also, the Test of Written English (TWE) and the Test for Spoken English (TSE) is required for admission into our M.B.A. degree program. An official score report *must* be sent to the Carroll Graduate School of Management, Fulton Hall, Room 306. Applications for the TOEFL can be obtained from TOEFL, Box 899, Princeton, New Jersey 08340 USA.

Boston College is currently unable to offer need-based financial assistance to international students enrolled in the M.B.A. program. However, the Carroll Graduate School of Management offers a scholarship to a qualified international candidate.

### Information on Expenses

The four major items of expense are tuition, books and supplies, fees and living expenses. See chart at right for more detailed information.

### Payments

All tuition and fees are due and payable in full at the time of registration at the beginning of each semester. (See the Academic Calendar at the back of this Catalog for registration deadlines.) All checks should be made payable to: BOSTON COLLEGE.

As confirmation of their intention to attend, all admitted students must make a non-refundable acceptance deposit which is credited toward their tuition. The full-time student deposit is \$400, (\$200 of which is refundable if a student notifies the Admissions Office of a change of plans by August 1). The part-time student deposit is \$200. The \$200 is non-refundable.

### Deferred Payment

Students who prefer to make payments on a monthly basis should contact the University Financial Aid Office, Lyons Hall, for details of installment loan plans available through local lending institutions. In cases of extreme hardship, students should make appointments to discuss their individual problems with representatives of the University Financial Aid Office.

### Financial Aid

The Carroll Graduate School of Management offers a limited number of Graduate Assistantships and scholarships. These are merit-based awards that are available to qualified students.

Recipients of need-based financial aid are expected to fill out financial background forms for the University including: 1) the Financial Aid Form (FAF), or 2) the GAPS FAS, 3) Parents' Federal Tax Form, 4) Students' Federal Tax Form, and 5) Financial Aid Transcripts from all previously attended universities.



## TUITION, FEES AND ESTIMATED LIVING EXPENSES FOR 1992-93

1. **Tuition.** The tuition will be \$504 per semester credit hour (academic year 1992-93 figure).
2. **Books and Supplies.** The estimated cost of books and supplies is \$80.00 per course. In certain courses, laboratory fees are charged to cover the costs of special materials, cases, and computer time.
3. **Fees.** Other fees include:
  - Application Fee (new students only, not refundable) ..... \$45.00
  - Registration Fee (per semester) ..... 15.00
  - Late Registration Fee ..... 45.00
  - Certified Credits (transcript) ..... 2.00
  - Grad Student Activity Fee ..... 12.00-22.00
  - I.D. Card Fee ..... 15.00
4. **Living Expenses.** Living expenses vary in individual situations. A realistic estimate is in the neighborhood of \$3,500 per semester for students living away from home.

For a full-time student living away from home, estimated annual expenses are:

Tuition (approximate, based upon 5 courses per semester) .....	\$15,120.00
Books and Supplies .....	800.00
Living Expenses (estimate) .....	<u>7,000.00</u>
<b>TOTAL</b> .....	<b>\$22,920.00</b>

### Graduate and Research Assistantships

Graduate Assistants are assigned to academic departments for teaching, research, or administrative duties. Each spring, beginning February 1, for the Carroll Graduate School of Management, all applications of incoming full-time students are reviewed along with the records of first-year students for these assistantships. Annual decisions are made in March.

All Assistantship awards must be reported to the University Financial Aid office and are factored into the student's total financial aid package.

### Part-Time Employment

There are some opportunities for part-time employment in the University environment, including assignments as readers in courses, library assistants, administrative assistants, tutors, etc. Information on these opportunities is available through the University Financial Aid Office and through the various departments in the School of Management. Students should contact the Financial Aid Office to determine their eligibility under the Federal Work Study Program. The Career Services Office provides current listings of part-time employment opportunities in companies, service organizations, and government within the Greater Boston Metropolitan area.

**Federal and State Loan Programs:** Students are urged to consider various state and federal programs such as the Massachusetts Higher Education Loan Program (HELP), which is administered by local banks for the state government and the Guaranteed Insured Loan Program (GILP), which is guaranteed by the federal government and administered by local banks. The Financial Aid Office has information about these programs and about their current status.

## GENERAL INFORMATION

### Grading

Students must maintain a 3.0 (B) grade point average to be in good academic standing in the Carroll Graduate School of Management. Students will receive one of the following grades in each course at the end of the semester: A, A-, B+, B, B-, C, W, F, or I. The high passing grade of A is awarded for course work which is distinguished. The passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is given for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C or less in five courses will be subject to academic review and may be required to withdraw from the Graduate Program. However, a student who receives three F's will be automatically dropped from degree candidacy.

### Scholastic Average

For purposes of computing scholastic standing, numeric averages are assigned to letter grades as follows: A: 4.0, A-: 3.7, B+: 3.3, B: 3.0, B-: 2.7, C: 2.0, F: 0. In order to graduate a student must attain an overall average of B- (2.7) or higher in course work.

### Withdrawal from a Course

No grade entry and no record of courses will appear in permanent records for students who withdraw from such courses during the registration period. After the registration period but before the last three weeks of class—grades of W will be recorded. Beginning with the last three weeks of class and during the examination period—a grade of failure will be recorded and will enter into the computations of the student's average unless the Graduate Dean indicates another recording en-

try. This same condition applies to students who enroll and neglect to withdraw formally.

### Course Completion

All required work in any course must be completed by the date set for the course examination. For adequate reasons, however, a deferment may be allowed at the discretion of the professor of the course. If such a deferment is granted, the professor will determine its length up to a maximum of four months from the end of the examination period. Deferments longer than four months may be granted only by the Graduate Dean, who will in all cases consult the professor of the course. If a deferment is granted, the student will receive a *temporary* grade of I (Incomplete), which will be changed after the above-mentioned date to any of the above grades except W.

### Course Load

The minimum course load for full-time students is four courses per semester. The maximum course load for a full-time student is five courses per semester. Four courses are generally considered to be a full-time load. In some cases, arrangements may be made through the Graduate Dean for adjustment of course loads to meet personal problems or situations. The minimum course load for part-time students is one course, with special permission from the Dean. The maximum load for a part-time student is two courses.

### Time Limit

All students are expected to complete all requirements for the M.B.A. degree within six (6) years of the initial registration. All requirements for the M.S. in Finance degree must be completed within four (4) years. Approved leaves of absence can be used to adjust this limit.

### Leave of Absence and Readmission

If a student finds it necessary to interrupt his or her program of study, he or she should notify the Graduate Dean's office in writing, including reasons for the requested leave of absence and anticipated date of return. If the period of interruption exceeds one semester, the student must file for reinstatement upon returning to the program. A reinstatement decision will consider the student's prior academic performance, the length of his or her absence, current admission policies and enrollment figures, and changes in the program or degree requirements that may have taken place during the period of absence.

Students who take a leave of absence from the University for any length of time must apply for readmission with the Office of the University Registrar, Lyons 112.

### Summer Session

The Carroll Graduate School of Management provides a limited number of course offerings on an accelerated schedule during June and July. Students may take one or two courses during the summer session.

### Clearance for Good Standing

Every student must be in good standing with the M.B.A. Program and with the Treasurer's Office in order to be eligible for enrollment in course work. Each registration, therefore, will be checked to ensure that the student meets the following conditions:



*Academic:* Must be maintaining a satisfactory academic average;

*Administrative:* Must be fulfilling prescribed administrative requirements;

*Financial:* Must be in good standing with the Treasurer's Office.

### Student Integrity

It is the purpose of the Boston College Wallace E. Carroll Graduate School of Management to develop the whole person. Integrity and honesty in the performance of all assignments both in the classroom and outside are essential to this purpose. A student who submits work which is not his or her own violates the principle of high standards and jeopardizes his or her right to continue at the Carroll Graduate School of Management.

Listed below are the faculty members in each department in the Carroll Graduate School of Management.

## ACCOUNTING

### Faculty

**Arthur L. Glynn**, *Professor Emeritus*; M.B.A., Boston University; J.D., Boston College Law School

**Louis Corsini**, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

**Ronald Pawliczek**, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

**Kenneth B. Schwartz**, *Associate Professor, Chairperson of the Department*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

**Frederick J. Zappala**, *Associate Professor*; B.S.B.A., Boston College; M.B.A., University of Pennsylvania; C.P.A., Massachusetts

**Jeffrey R. Cohen**, *Assistant Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

**Stanley J. Dmohowski**, *Assistant Professor*; B.S.B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

**Theresa Hammond**, *Assistant Professor*; B.S., University of Denver; M.S.A., Ph.D., University of Wisconsin

**Dennis Hanno**, *Assistant Professor*; B.B.A., University of Notre Dame; M.S., Western New England College, Springfield; Ph.D., University of Massachusetts, Amherst

**Gil J. Manzoni**, *Assistant Professor*; B.S., Bentley College; D.B.A., Boston University

**Billy Soo**, *Assistant Professor*; B.S., University of Philippines; M.S., Ph.D., Northwestern University

**Lisa R. Soo**, *Assistant Professor*; A.B., Brown University; D.B.A., Boston University

**Progyan Basu**, *Instructor*; B.E., Jadavpur University, India; M.B.A., University of Missouri, Kansas City; Ph.D.(cand.), University of Nebraska, Lincoln

## BUSINESS LAW

### Faculty

**Frank J. Parker, S.J.**, *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

**David P. Twomey**, *Professor, Chairperson of the Department*; B.S., J.D., Boston College; M.B.A., University of Massachusetts

**Alfred E. Sutherland**, *Associate Professor*; B.S., A.M., J.D., Boston College

**S. Anita Ryan-Webster**, *Assistant Professor*; B.A., J.D., Boston College

## COMPUTER SCIENCE

### Faculty

**Peter G. Clote**, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

**Richard B. Maffei**, *Professor*; B.S., Massachusetts Institute of Technology; M.B.A., Ph.D., University of Pennsylvania

**Howard Straubing**, *Professor*; A.B., University of Michigan; Ph.D., University of California at Berkeley

**James Gips**, *Associate Professor*; B.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

**Peter Kugel**, *Associate Professor*; A.B., Colgate University; Ph.D., Harvard University

**Michael C. McFarland, S.J.**, *Associate Professor, Chairperson of the Department*; A.B., Cornell University; TH.M., M.Div., Weston School of Theology; M.S., Ph.D., Carnegie-Mellon University

**C. Peter Olivieri**, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

**Radha R. Gargeya**, *Assistant Professor*; B.E., Andhra University, India; M. Tech, Ph.D., Indian Institute of Technology; Ph.D., Illinois Institute of Technology

**Robert P. Signorile**, *Assistant Professor*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

## FINANCE

### Faculty

**Edward J. Kane**, *Cleary Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

**Mya Maung**, *Professor*; A.B., Rangoon University; A.M., University of Michigan; Ph.D., Catholic University

**Robert Taggart**, *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

**Hassan Tehranian**, *Professor, Chairperson of the Department*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

**George A. Aragon**, *Associate Professor*; A.B., University of California at Los Angeles; D.B.A., Harvard University

**Laurence M. Benveniste**, *Associate Professor*; B.S., University of California, Irvine; Ph.D., University of California, Berkeley

**Clifford G. Holderness**, *Associate Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

**John G. Preston**, *Associate Professor*; B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

**Elizabeth Strock**, *Associate Professor*; B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

**Nickolaos G. Travlos**, *Associate Professor*; B.S., University of Athens, Greece; M.B.A., M.Phil., Ph.D., New York University

**Kathleen Hevert**, *Assistant Professor*; B.S., University of Delaware; Ph.D., University of North Carolina at Chapel Hill

**Robyn McLaughlin**, *Assistant Professor*; B.A., Swarthmore College; M.B.A., University of Michigan; Ph.D., Massachusetts Institute of Technology

**Timothy S. Mech**, *Assistant Professor*; B.A., Indiana State University; M.S., Ph.D., University of Rochester

**Hamid Mehran**, *Assistant Professor*; B.A., Gilan College of Management; Ph.D., University of North Carolina, Chapel Hill

**Manoj Singh**, *Assistant Professor*; B.Tech., Indian Institute of Technology, Kanpur; M.S., Ph.D., Purdue University

**William J. Wilhelm**, *Assistant Professor*; B.B.A., M.A., Wichita State University; Ph.D., Louisiana State University



**MARKETING****Faculty**

**John T. Hasenjaeger**, *Associate Professor*; B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

**Raymond F. Keyes**, *Associate Professor*; A.B., Colby College; M.B.A., Boston College

**Michael P. Peters**, *Associate Professor, Chairperson of the Department*; B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

**Victoria L. Crittenden**, *Assistant Professor*; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

**Jean Romeo**, *Assistant Professor*; B.S., Bucknell University; Ph.D., University of Massachusetts, Amherst

**Martin Roth**, *Assistant Professor*; B.A., M.B.A., Ph.D., University of Pittsburgh

**Gerald E. Smith**, *Assistant Professor*; B.A., Brandeis University; M.B.A., Harvard University; DBA, Boston University

**Eugene Bronstein**, *Lecturer*; A.B., Dartmouth College; M.B.A., Harvard University

**ORGANIZATION STUDIES—HUMAN RESOURCES MANAGEMENT****Faculty**

**Jean M. Bartunek, R.S.C.J.**, *Professor*; A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

**William R. Torbert**, *Professor*; B.A., Ph.D., Yale University

**James L. Bowditch**, *Associate Professor*; B.A., Yale University; M.A., Western Michigan University; Ph.D., Purdue University

**Dalmar Fisher**, *Associate Professor, Chairperson of the Department*; B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

**Judith Gordon**, *Associate Professor*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

**John W. Lewis, III**, *Associate Professor*; A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

**Richard P. Nielsen**, *Associate Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

**William Stevenson**, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

**Frank A. Dubinskas**, *Assistant Professor*; B.A., Yale University; M.A., Ph.D., Stanford University

**J. Douglas Orton**, *Instructor*; B.A., M.O.B., Brigham Young University; Ph.D. (cand.), University of Michigan

**OPERATIONS AND STRATEGIC MANAGEMENT****Faculty**

**Joseph A. Raelin**, *Professor*; A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

**Larry P. Ritzman**, *Galligan Professor*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

**John E. Van Tassel**, *Professor*; B.S., B.A., A.M., Boston College; Ph.D., Harvard University

**Samuel B. Graves**, *Associate Professor*; B.S., U.S. Air Force Academy; M.S., D.B.A., The George Washington University

**Hassell McClellan**, *Associate Professor*; B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

**David C. Murphy**, *Associate Professor*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

**Jeffrey L. Ringuest**, *Associate Professor, Chairperson of the Department*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

**M. Hossein Safizadeh**, *Associate Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

**Sandra A. Waddock**, *Associate Professor*; B.A., Northeastern University; M.A., Boston University; M.B.A., D.B.A., Boston University

**Nan S. Langowitz**, *Assistant Professor*; B.A., Cornell University; M.B.A., New York University; D.B.A., Harvard University

**Richard McGowan, S.J.**, *Assistant Professor*; B.S., University of Pennsylvania; M.S., University of Delaware; M.A., Fordham University; M.Div., M.Th., Weston School of Theology; D.B.A., Boston University

**Catherine S. Lerme**, *Instructor*; B.S., Lycee Michel Montaigne, France; M.S., Ecole Nationale Supérieure De Chimie, France; M.B.A., Ph.D. (cand.), University of Massachusetts, Amherst

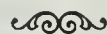
**David R. McKenna**, *Lecturer*; B.S., M.B.A., Boston College

**Lawrence Halpern**, *Lecturer*; B.A., Harvard University; M.B.A., Columbia University



# GRADUATE SCHOOL OF SOCIAL WORK

In keeping with the four-century Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March, 1936. In addition to providing foundation courses for all students, its professional programs afford each the opportunity to concentrate in a social work method: clinical social work or social planning and administration on the Master's level; clinical social work or social planning on the Doctoral level. Practice area subconcentrations, including Child Welfare, Occupational Social Work, Health and Medical Care, Forensic Social Work and Gerontology, are also available within the Master's level concentrations.



## PROFESSIONAL PROGRAM: MASTER'S LEVEL

The Master's Program is accredited by the Council on Social Work Education and is designed for completion in two full-time academic years of concurrent class and field work. Students may also take the First Year segment on a part-time basis over four semesters and a summer. All degree requirements are to be fulfilled within a period of six years, at least one of which must be a year of residence.

*Off-campus Opportunities:* A major portion of the part-time component is available at sites in the Worcester, Plymouth, and Springfield areas, and Portland, ME., in addition to Chestnut Hill. While classes for all students in the final full-time year are conducted on the main campus, field placements can be arranged in the respective geographic areas.

### Social Work Practice

The foundation course in social work practice is designed to acquaint students with the generic aspects of theory and practice skills common to all modes of intervention with individuals, families, small groups and communities. It also incorporates a bridging component relating the content to the specific modes in which the students plan to concentrate and is a prerequisite for them: SW 700 Social Work Practice

### Social Welfare Policy and Services

Foundation courses in the Social Welfare Policy and Services area are designed to give the student a knowledge of the various social welfare problems and issues that affect individuals in today's world. Offerings include foundation courses and electives with advanced content.

SW 701 The Social Welfare System

SW 702 Social Policy Analysis

SW 801 Racism: Dynamics of Social Process

SW 802 The Challenge of the Aging Society: Issues and Options

SW 805 Issues in Family and Children's Services

SW 808 Legal Aspects of Social Work

SW 813 Comparative Policy Analysis and Field Experience

SW 814 Ethical and Policy Issues in Contemporary Health Care

SW 818 Forensic Issues for Clinical Social Workers-Focus: Prisoners

SW 819 SWPS Independent Study

### Human Behavior and the Social Environment

Courses in the Human Behavior and Social Environment area are designed to give the student a knowledge of the physical, psychological, and social/environmental forces that affect human development. Course offerings are:

SW 721 Human Behavior and the Social Environment

SW 722 Psychosocial Pathology

SW 724 Social Work Perspectives on Organizations and Communities

SW 727 Substance Abuse: Alcohol and Other Drugs

SW 820 Advanced Social Work Practice in Response to the AIDS Epidemic

SW 821 Small Group Theory

SW 822 The Traumatic Impact of Victimization on Child and Adolescent Development

SW 827 Ego Psychology

SW 833 Social Gerontology

SW 836 Self Psychology

SW 839 HBSE Independent Study

### Social Work Research

Research is viewed as an action-oriented method of social work intervention building knowledge to improve social work and social welfare services. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of at-risk groups, and (2) are able to design and implement research efforts relevant to social work practice with such groups.

Foundation and elective courses include:

SW 740 Introduction to the Computer

SW 747 Research Methods in Social Work Practice

SW 751 Quantitative Methods in Social Work Practice

SW 840 Advanced Quantitative Analysis

SW 841 Evaluative Research for Micro-Practice

SW 844 Evaluative Research for Macro-Practice

SW 845-846 Research Design Seminar I-II

SW 848 Research Readings in Women's Issues

SW 849 Research Independent Study

SW 850 Advanced Couples and Family Therapy: Research Group/Independent Study

SW 851 Policy Analysis Research for Social Reform

SW 854 Behavioral and Political Dynamics of Poverty

### Field Instruction

Social work graduate education requires that students complete two field practica in affiliated agencies/organizations under qualified field instructors. Field placements offer students opportunities to become involved in "hands on" experience: to learn agency functions and policy; to become familiar with community resources; to apply theory to practice; and to develop a professional social work identity. Placements are in public and private social agencies; clinics, hospitals, schools and prisons; community, social and health planning agencies; and in selected occupational settings. Field offerings include:

SW 900 Field Practicum Lab

SW 901-902 (or 905) CSW Field Instruction I-II

SW 903-904 CSW Field Instruction III-IV

SW 907-908 (or 909) Social Planning and Administration Field Instruction I-II

SW 914-916 Community Organization, Social Planning and Policy Field Instruction III-IV

SW 919-920 Human Services Administration Field Instruction III-IV

### Clinical Social Work

Clinical Social Work is an orderly process of working with individuals and families to help them in dealing with personal, interpersonal and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties, and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning.

The curriculum is arranged so that the student acquires a foundation in the generic aspects of clinical social work and is afforded an opportunity to expand his/her knowledge and skill through the selection of electives that are related to specific aspects of practice.



The course offerings are:

SW 762 Basic Skills in Therapeutic Intervention  
 SW 860 Advanced Couples and Family Therapy: Theory, Evaluation and Practice  
 SW 861 Differential Assessment and Intervention  
 SW 862 Social Work with the Deaf and Hard of Hearing  
 SW 863 Cross-Cultural Social Work  
 SW 864 Group Therapy  
 SW 865 Family Therapy I  
 SW 866 Therapeutic Interventions with the Elderly  
 SW 867 Clinical Social Work Treatment of Children and Adolescents  
 SW 868 Integrative Seminar in Clinical Social Work  
 SW 869 Clinical Social Work Independent Study  
 SW 871 Social Work in an Extreme Stressful Environment: the Prison  
 SW 873 Psychosocial Dimensions of Health and Medical Care Practice  
 SW 874 Adult Psychological Trauma: Assessment and Treatment  
 SW 875 Family Therapy II  
 SW 880 Social Work Practice in Child Welfare

### **Social Planning and Administration**

Emphasizing disciplined inquiry, theoretical and skill-based knowledge for practice, and commitment to social justice, the Concentration in Social Planning and Administration prepares students for leadership roles in human services. The program seeks to attract students capable of making important contributions over their professional careers to human services and other social interventions that enhance individual, family, and societal well-being. More particularly, this area of the curriculum is designed to provide students with the knowledge and skills necessary for:

- planning, implementing and managing human services;
- utilizing participatory strategies which involve individuals, groups and organizations in planned development processes;
- providing executive leadership which is both creative and practical for private and public human service agencies;
- advancing social policy that enhances the well-being of individuals, families, communities and society, with special regard for the needs of low-income and otherwise vulnerable populations;
- researching, analyzing, and evaluating policies and programs.

Students may choose one of two tracks within the concentration, either *Community Organization, Social Planning and Policy (COSPP)*, or *Human Services Administration*. *COSPP* prepares social workers for staff and leadership roles in advocacy, community development, policy development, social planning and policy analysis. The *Administration* track prepares managers committed to social work goals and skilled in techniques of human services management. Through group-

ing of electives, students in either track may also subconcentrate in a field of practice.

The Concentration builds on the School's foundation courses with a joint methods course and first year field curriculum designed for all students in both the *COSPP* and *Administration* tracks. In addition, each track includes two advanced methods courses, a human behavior/social environment corollary, and a second year methods-specific field practicum, as well as supplementary electives.

Course offerings are:

SW 790 Social Work in Industry  
 SW 800 Basic Skills in SPA Interventions  
 SW 809 Administration of Human Services Programs  
 SW 810 Seminar in Administration and Financial Management  
 SW 816 Supervision and Staff Management  
 SW 883 Social Planning in the Community  
 SW 884 Strategic Planning  
 SW 888 Seminar in Community Organization and Political Strategy  
 SW 897 Planning for Health and Mental Health Services  
 SW 899 CO/SP Independent Study

### **JOINT DEGREE PROGRAMS**

The Graduate School of Social Work has instituted three joint degree programs with other graduate units of Boston College. Particulars on each are available from the respective Admissions Offices, and candidates must apply to and be accepted by each of the relevant schools independently.

The M.S.W./M.B.A. Program, in cooperation with the Carroll Graduate School of Management, involves three full-time years, one each in the foundation years of both schools, and the third incorporating joint class and field work.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Pastoral Ministry) in conjunction with the Boston College Institute for Religious Education and Pastoral Ministry was begun in 1989 and consists of a foundation year in each curriculum with a third year of jointly administered class and field instruction. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

### **Accelerated B.A./M.S.W. Program**

In cooperation with the College of Arts and Sciences, the School has instituted a Three/Two Program whereby a limited number of Psychology and Sociology Majors may combine first-year Graduate Social Work courses and field work

with their junior and senior studies, receive the B.A. at the end of four years, and then enroll formally for the final year of the M.S.W. Program.

For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions, Ext. 4024.

The School also offers an upper-division introductory course which is not applicable to the M.S.W. degree: SW 600 Introduction to Social Work is cross-listed with the Departments of Psychology and Sociology, College of Arts and Sciences.

### **PROFESSIONAL PROGRAM: DOCTORAL LEVEL**

The Doctor of Social Work program for M.S.W. practitioners who have demonstrated competence in a practice method is designed to 1) extend the student's conceptual and empirical knowledge about clinical or social policy analysis and planning methods of social work practice which are responsive to people in need of services; and 2) integrate the student's research competencies with clinical or planning competencies in order to develop social workers with the capacity for formulating and implementing systematic studies of professional practice.

Six core courses, four specialization courses (clinical or planning), four electives and nine dissertation-related credits, comprise the 51 credits required for the DSW. The program, instituted in 1979, is designed for part time study. Courses offered to date include:

SW 960 Public Policy as a Field  
 SW 962 Social Policy Analysis  
 SW 963 Scientific Inquiry in Social Work  
 SW 964 Statistical Analysis for Social Work Research  
 SW 965 Evaluation of Outcomes in Clinical Practice  
 SW 966 Dissertation Seminar  
 SW 971 Doctoral Seminar in Clinical Practice I  
 SW 972 Empirical Clinical Practice  
 SW 973 Comparative Models of Intervention  
 SW 974 Issues in Clinical Social Work Practice  
 SW 976 Ego Psychology and Clinical Practice  
 SW 980 Social Planning Theory  
 SW 981 Social Planning Models: Congruence and Evaluation  
 SW 982 Participatory Dynamics of Social Planning  
 SW 983 Planning for Specific Intervention Domains I  
 SW 984 Planning for Specific Intervention Domains II  
 SW 992 Correlation and Regression  
 UN 880 Psychoanalytic Psychiatry: Issues in the Theory of Technique

Independent Studies, Tutorials, Teaching Labs, Dissertation Direction, and Professional Workshops by arrangement.



## CONTINUING EDUCATION

The Office of Continuing Education offers workshops, seminars, institutes and mini-courses in a wide variety of subject areas for human services professionals. Continuing Education credits associated with these offerings are applicable to Massachusetts Social Work Licensing requirements. Advanced training certificate programs are also available.

### Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02167.

## FACULTY

**Carolyn B. Thomas**, *Professor Emeritus*; B.A.S.A., M.A.S.A., Ohio State University; Ph.D., Smith College School for Social Work

**Dwight A. Adams**, *Associate Professor Emeritus*; A.B., University of Michigan; M.S.W., University of Michigan Graduate School of Social Work; Ph.D., The Florence Heller School for Advanced Studies in Social Welfare, Brandeis University

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**Eric R. Kingson**, *Associate Professor, Chair, Social Planning and Administration*; B.A., Boston University; M.P.A., Northeastern University; Ph.D., Brandeis University, The Florence Heller School for Advanced Studies in Social Welfare

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College; M.S., Simmons College School of Social Work; Certificate of Advanced Study, Smith College School of Social Work; Ph.D., The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University

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**Dorothy Weitzman**, *Adjunct Assistant Professor*; B.A., Swarthmore College; M.S., University of Wisconsin; M.S.W., Columbia University School of Social Work





# L A W S C H O O L

**E**stablished in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical and professional development while fostering a unique spirit of community among its students, faculty and staff. The 40-acre Law School campus in Newton is easily accessible by car and public transportation, and has extensive academic, administrative and service facilities. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools and has a chapter of the Order of the Coif.



## PRE-LEGAL STUDIES

Boston College Law School does not designate a particular undergraduate program or course of study as the best preparation for the study of law. Since law spans virtually all of the social, economic and political processes of our society, every undergraduate major will include areas of study which can relate to subsequent legal education.

## ADMISSION REQUIREMENTS

An applicant for admission to Boston College Law School as a candidate for the degree of Juris Doctor must possess a Bachelor's degree from an accredited college or university. In addition, the applicant must take the Law School Admission Test (LSAT) and subscribe to LSDAS. The Law School has no minimum cutoff for either GPA or LSAT. Every application is read by the Director of Admissions and/or a member of the Admissions Committee. Boston College Law School strongly encourages applications from qualified minorities, handicapped or other students who have been socially, economically or culturally disadvantaged.

## Application Procedures

Application must be made upon the official forms, and, as noted therein:

1) Official transcripts of *all* collegiate, graduate and professional study must be sent directly to the Law School Data Assembly Service.

2) Two recommendations must be submitted with the Application to the Law School.

3) The applicant must submit the Law School Application Matching Form, which is found in each applicant's LSAT/LSDAS registration packet, with the Application to Boston College Law School.

4) Decisions made by the Committee on Admissions will be mailed to applicants commencing in December. The application fee is not refundable.

5) Acceptance Deposit: To hold a place in the class an accepted applicant must send an initial deposit of \$200 to Boston College Law School within the time limit specified in the letter of acceptance. The deposit will be credited toward tuition for the first semester. A second deposit of \$400 is due and payable by June 1. If notice of withdrawal is given to the school by July 1, \$400 of the acceptance deposits are refundable.

6) First semester tuition and charges must be fully paid by August 15, or a date set in the tuition bills, in order to retain a place in the entering class. Arrangements can be made to waive this requirement under special circumstances by contacting the Director of Admissions.

## Registration for Bar Examination

Each student intending to take a state bar examination should determine, by writing to the secretary of the Board of Bar Examiners of that state, the standards and requirements for admission to practice. Some states require a student, prior to or shortly after beginning the study of law, to register with the Board of Bar Examiners of the state in which he or she intends to practice. The Assistant Dean's office has bar examination information available.

## Auditors

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses, may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

## Advanced Standing

An applicant who basically qualifies for admission and who has satisfactorily completed part of his or her legal education in another AALS-approved law school may be admitted to an upper class with advanced standing. Normally, four completed semesters in residence at Boston College which immediately precede the awarding of the degree will be required. Relatively few students with advanced standing are admitted each year. Each transfer applicant must submit a transcript of his or her law school record, a letter of good standing from his or her law school dean and a recommendation from a law school professor. Applications must be received by July 1 from those wishing to enroll for the fall semester.

## Financial Aid Programs

All financial aid is processed through the University's Office of Financial Aid and the Law School Admissions Office. Awards are made on

the basis of need and may include tuition remission scholarships as well as low-interest loan funds. The Law School has also developed a Public Interest Loan Assistance program providing financial assistance to graduates taking traditionally lower-paying positions in government, non-profit corporations and legal services programs. Applicants wishing to be considered for financial aid may obtain the necessary applications by writing to the Boston College Office of Financial Aid, Lyons Hall 210, Chestnut Hill, MA 02167.

## Joint J.D./M.B.A. Program

The Carroll School of Management and the Law School at Boston College have a joint J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Students interested can obtain detailed information from the Admissions Offices of both schools.

## Joint J.D./M.S.W. Program

The School of Social Work and the Law School at Boston College have a joint J.D./M.S.W. Program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups and communities. Students may obtain the two degrees in four years, rather than the normally-required five years. Joint degree candidates must apply to and be accepted by both schools. Interested students can obtain more information from the Admissions Offices of both schools.

## Other Joint Degree Programs

The Law School has no other formal joint degree programs. However, it encourages individual students who may be interested in joint degree programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area, to propose a program to the Law School's Associate Dean for Academic Affairs. An average of six or more students each year are in programs that have been developed by students with the approval of the two schools involved.

In addition to the above, students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of Registration.

Tuition for joint programs is separately arranged.

## London Program

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in courses taught in the LL.M. curriculum at Kings, and participate in a clinical European Law and Practice externship as well.



Student placements have included positions with the court system as well as governmental and non-governmental law offices, and are supervised by a full-time member of the Boston College Law School faculty.

## INFORMATION

For a more detailed description of course offerings, applicants should consult the Boston College Law School Bulletin which may be obtained by writing to the Office of Admissions, Boston College Law School, 885 Centre Street, Newton, MA 02159.

## FACULTY

**Richard G. Huber**, *Professor Emeritus*; B.S., U.S. Naval Academy; J.D., University of Iowa; LL.M., Harvard University; LL.D., New England School of Law; LL.D., Northeastern University

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**Dean M. Hashimoto**, *Assistant Professor*; A.B., Stanford University; M.S., University of California (Berkeley); M.P.H., Harvard University; M.D., University of California (San Francisco); J.D., Yale University

**Renée M. Landers**, *Assistant Professor*; A.B., Radcliffe College; J.D., Boston College Law School

**Daniel Barnett**, *Adjunct Assistant Professor*; B.A., J.D., University of the Pacific

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**Jean E. McEwen**, *Adjunct Assistant Professor*; B.A., University of Minnesota; J.D., Northwestern University

**Alan Minuskin**, *Adjunct Assistant Professor*; B.A., University of Miami; J.D., New England School of Law

**Francine T. Sherman**, *Adjunct Assistant Professor*; B.A., University of Missouri; J.D., Boston College

**Paul R. Tremblay**, *Adjunct Assistant Professor*; B.A., Boston College; J.D., University of California, Los Angeles

# S U M M E R S E S S I O N

With its wide range of accredited courses and special programs, Boston College Summer answers the educational needs of a broad spectrum of students at every level—those already in degree programs, at Boston College and at other institutions, but also academic and business professionals seeking to expand their capacity to meet the challenges in their specialized fields.

The convenient suburban setting and extensive facilities for housing and recreation place Boston College Summer in a unique position to provide the student with an ideal environment for summer study. Although the student body is highly diversified, all intermingle successfully, enjoying a relaxed and enthusiastic faculty, smaller classes, and the summertime beauty of the campus.

The summer program takes place within two intensive six-week periods beginning in early May in which credits earned per course are equivalent to one semester of the regular academic year.

## Admission

Under a policy of open registration, Boston College Summer welcomes all students, and no academic records need be submitted. However,

students should not confuse registration in the summer with admission to regular University standing, either in graduate or undergraduate programs.

As in the case with the rest of the University, Boston College Summer is coeducational and admits students of any race, creed, color, handicap, and national or ethnic origin.

Graduate Students  
Visiting graduate students should possess the Bachelor's degree and are welcome to register for summer courses provided they observe any applicable course restrictions where they appear.

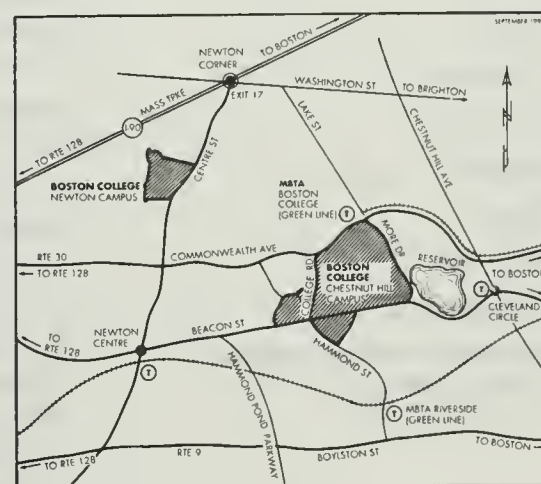
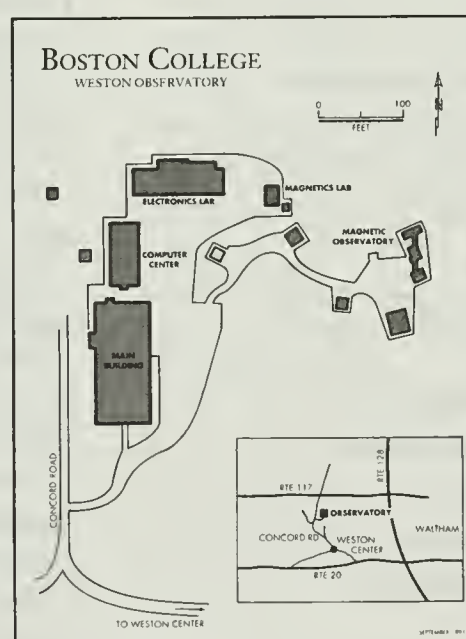
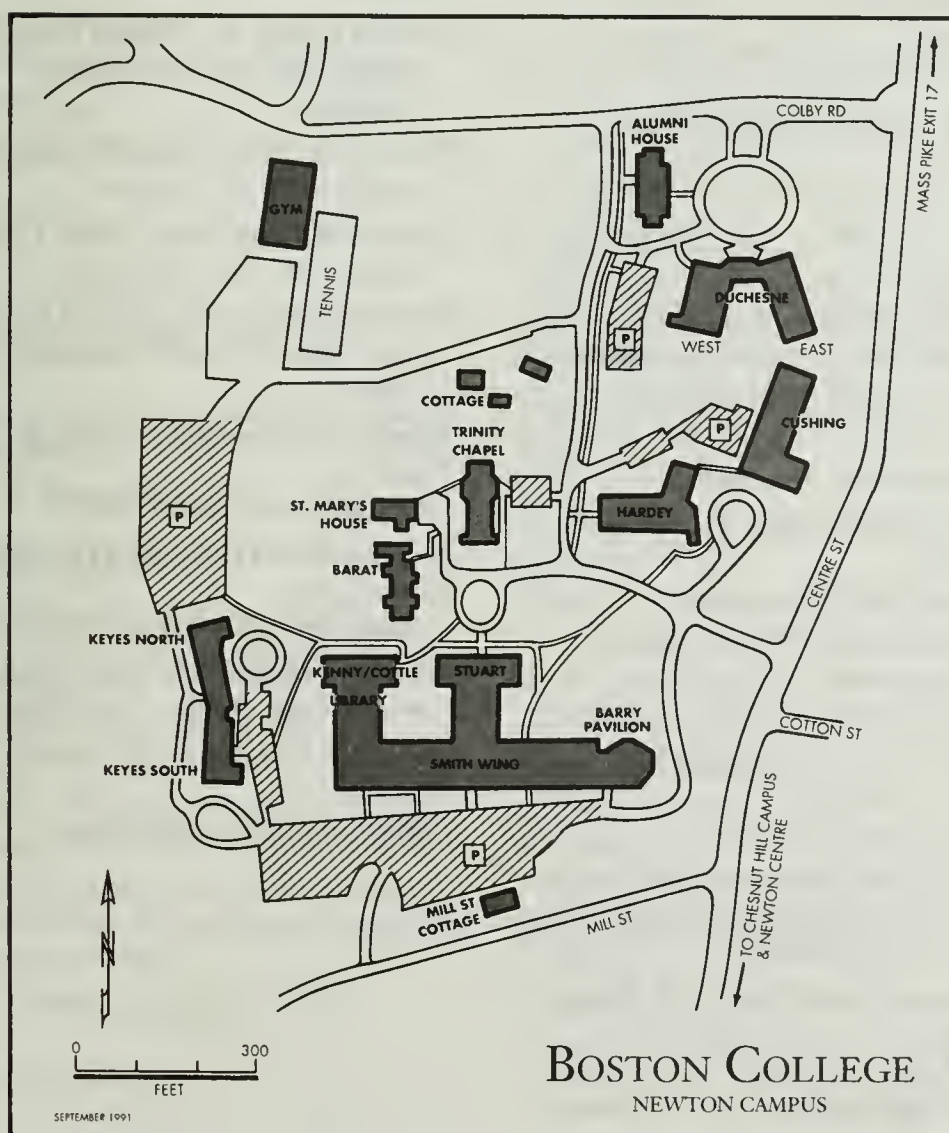
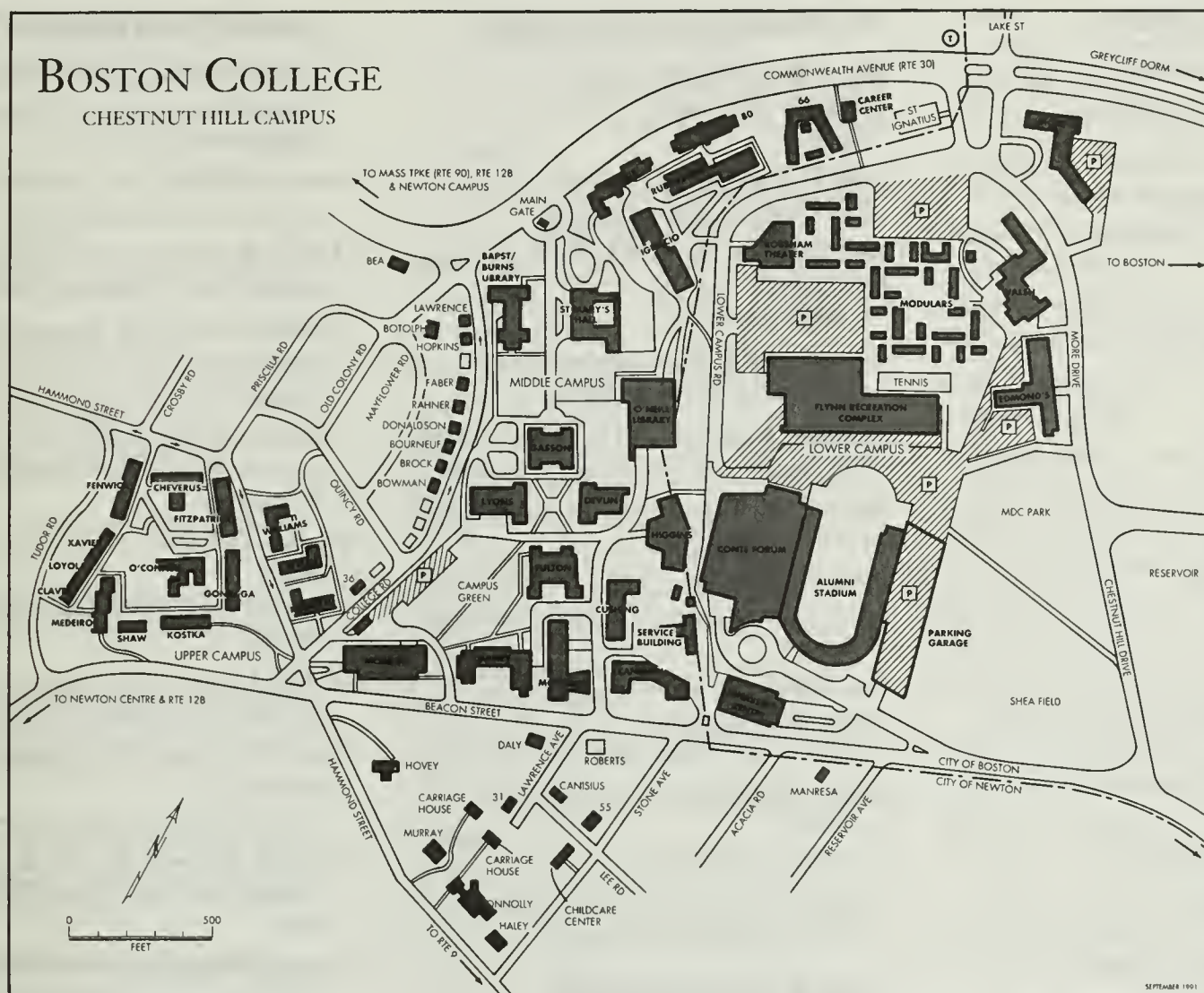
Boston College graduate students in degree programs should consult with their advisors before registering to make sure their summer course selections are consistent with their degree requirements.

## INFORMATION

For information about the courses and special programs offered during the Summer Session, request a Summer Session Catalog from the Summer Session Office, Boston College, Chestnut Hill, Massachusetts 02167.



# CAMPUS MAPS





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Management: Eugene Bronstein ..... Fulton 100

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# ACADEMIC CALENDAR 1992-93

## FIRST SEMESTER

August 26	Wednesday	Last date for students in Graduate School of Management to register.
August 28 to August 30	Friday Sunday	Freshman and Transfer Orientation
August 31	Monday	Classes begin Faculty Convocation
August 31 to September 4	Monday Friday	Drop/Add period for undergraduates
September 4	Friday	Last date for students in Graduate Arts and Sciences and Graduate School of Social Work to register.
September 7	Monday	Labor Day—no classes
October 12	Monday	Columbus Day—no classes
November 10	Tuesday	Last date for undergraduates to file change-of-major forms
November 11	Wednesday	Veterans Day—no classes
November 12 to December 2	Thursday Wednesday	Undergraduate registration period for spring 1993 courses
November 24	Tuesday	Last date for graduate students to sign up for December 1992 graduation
November 25 to November 27	Wednesday Friday	Thanksgiving holidays
November 30	Monday	Last date for official withdrawal from a course or from the University
December 9 to December 10	Wednesday Thursday	Study days—no classes for undergraduates (graduate courses may meet)
December 10	Thursday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for January graduation
December 11 to December 18	Friday Friday	Final examinations

## SECOND SEMESTER

January 13	Wednesday	Last date for students in Graduate School of Management to register.
January 15	Friday	Freshman and Transfer Orientation
January 18	Monday	Martin Luther King, Jr. Day
January 19	Tuesday	Classes begin
January 19 to January 25	Tuesday Monday	Drop/Add period for undergraduates
January 26	Tuesday	Last date for students in Graduate Arts and Sciences and Graduate School of Social Work to register
February 15	Monday	Washington's Birthday—no classes
February 17	Wednesday	Last date for graduate students to sign up for May 1993 graduation.
March 8 to March 12	Monday Friday	Spring Vacation
March 30	Tuesday	Last date for undergraduates to file change-of-major forms
March 31 to April 15	Wednesday Thursday	Undergraduate registration period for fall 1993 courses
April 8 to April 9	Thursday Friday	Easter Weekend
April 12	Monday	Last date for official withdrawal from a course or from the University
April 14	Wednesday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for May graduation
April 19	Monday	Patriot's Day—no classes
May 6 to May 7	Thursday Friday	Study days—no classes for undergraduates (graduate courses may meet)
May 8 to May 15	Saturday Saturday	Final examinations
May 24	Monday	Commencement



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